

DOCUMENT RESUME

ED 162 193

CG 012 937

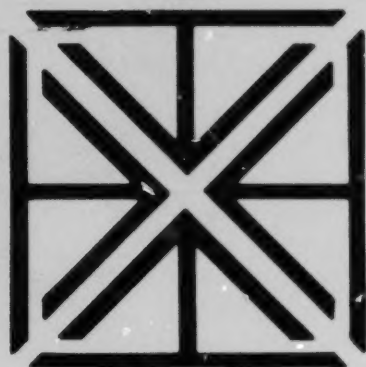
AUTHOR Creamer, Don G., Ed.
 TITLE New Dimensions in Career Development for Adults: Conference Preceedings.
 PUB DATE 11 Feb 78
 NOTE 143p.; Papers presented at the Annual Conference on Career Counseling and Vocational Education (7th, Richmond, Virginia, February 10-11, 1978)
 EDRS PRICE MF-\$0.83 HC-\$7.35 Plus Postage.
 DESCRIPTORS *Adult Counseling; Adults; Adult Vocational Education; *Career Development; Conference Reports; *Continuous Learning; *Handicapped Students; *Minority Groups; Occupational Choice; Postsecondary Education; *Womens Education

ABSTRACT

The purpose of this conference was to focus attention on career development for adults. The meeting was based on the fact that mid-life career changes are now commonplace; re-evaluation of personal values regarding the fullness of life is no longer a strange phenomenon for anyone. The assumption was that people such as counselors, who purport to be able to facilitate change in others, must be challenged to learn new skills for working with adults. Topics addressed in this conference include: (1) life-long learning; (2) vocational education for women and handicapped; (3) adult counseling and leadership training; (4) career development for the mid-life adult and for handicapped adults; (5) community college response to adult career development needs; and (6) minority adulthood and career development. (Author/JLL)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED162193



V&TECC CONFERENCE PROCEEDINGS

Vocational and Technical Education Curriculum Center

NEW DIMENSIONS IN CAREER DEVELOPMENT FOR ADULTS



Seventh Annual Conference
Career Counseling and
Vocational Education

February 10 & 11, 1978

Division of Vocational and Technical Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

D. G. Creamer

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

Virginia State Advisory Council on Vocational Education
Blacksburg, Virginia 24060

Conference Proceedings

CP - 7

GG 012937

SEVENTH ANNUAL CONFERENCE ON
CAREER COUNSELING AND VOCATIONAL EDUCATION

NEW DIMENSIONS
I N
CAREER DEVELOPMENT FOR ADULTS

February 10-11, 1978
Richmond, Virginia

Edited by
Don G. Creamer

The College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

in cooperation with the
Virginia State Advisory Council on Vocational Education
Blacksburg, Virginia

April 1978

FOREWORD

Extremely powerful forces within society are dictating change at increasing rates in the lives of citizens from all occupations and from all life styles. Mid-life career changes are commonplace; re-evaluation of personal values regarding the fullness of life is no longer a strange phenomena for anyone. Those who purport to be able to facilitate change in others, such as counselors, are challenged to learn new skills, particularly when working with adults.

The purpose of this conference was to focus attention on career development for adults by bringing together national leaders in the field and participants who wanted to learn more about the subject through an intensive experience of study and discussion. The subject matter ranged from the general to the specific; from the theoretical to the practical; and from the ideal to the actual.

Special appreciation is extended to the VIRGINIA STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION which supported this conference through publishing these proceedings and by assisting in the conference itself. Appreciation is expressed to the presentators who brought timely, forceful concepts and ideas to the discussions. Also, appreciation is expressed for the conference planning group, both from Virginia Polytechnic Institute and State University and Virginia Commonwealth University for their assistance in the development of the conference and to Linda Leffel with the Donaldson Brown Continuing Education Center for invaluable guidance from inception to completion of the idea. Finally, a very special word of thanks is due Debbie Floyd for her assistance in conducting the conference as well as for compiling the evaluation results published in these proceedings.

Don G. Creamer
Conference Coordinator

TABLE OF CONTENTS

	<u>Page</u>
FOREWORD	ii
ACKNOWLEDGEMENTS	iv
KEYNOTE ADDRESS:	
Dr. Harry R. Moody, Jr. "From Life-Long Learning to Life Cycle Learning"	1
REACTION TO KEYNOTE ADDRESS	27
MAJOR ADDRESSES:	
Dr. Richard Carlson "Equity Access for Women and Handicapped in Vocational Education"	32
Dr. Elinor Waters "Adult Counseling and Leadership Training"	39
SPECIAL INTEREST SESSIONS	
Dr. Ed Morse "Career Development and the Mid-Life Adult".	58
Mr. Wendell Coleman "Career Development for Handicapped Adults".	73
Mr. D. William Bridges & Ms. Carolyn P. Pulley "The Community College Response to Adult Career Development Needs".	96
Dr. Donald Anderson "Minority Adulthood: Perspectives on Career Development". . .	108
CONFERENCE SUMMARY	120
CONFERENCE EVALUATION	123
APPENDICES:	
Appendix A - Conference Program	129
Appendix B - List of Conference Participants	133

ACKNOWLEDGEMENTS

Conference Planning Committee

Virginia Polytechnic Institute and State University

Ms. Debbie Floyd
Assistant Conference Coordinator
Dr. Dan Vogler
Dr. Tom Hohenshil
Dr. Carl McDaniels
Dr. Dean Hummel

Virginia Commonwealth University

Dr. Carroll A. Londoner
Dr. Ronald H. Sherron
Dr. John S. Oehler

Virginia State Advisory Council on Vocational Education

Dr. Rufus W. Beamer

KEYNOTE ADDRESS

FROM LIFE-LONG LEARNING TO LIFE-CYCLE LEARNING

Harry R. Moody
Executive Secretary
Brookdale Center on Aging
Hunter College

There is an idea abroad in the land, an idea called lifelong learning. "Lifelong learning" -- the words resonate with something deep in the American psyche. The phrase conjures up open spaces, endless horizons, growth and discovery throughout the lifespan. America's romance with education has been stormy, but now it seems that the marriage is to be for life. The concept of lifelong learning has been duly annointed by the Congress, through passage of Vice President' Mondale's Lifelong Learning Act. Our educational institutions are already well ahead of government initiatives in the field. As fund-raisers and administrators in higher education know already, the lifelong learning movement is an idea whose time has come. The shift in college attendance from full-time to part-time status, from younger to older students, the explosive growth of the continuing education industry -- all these are straws in the wind and, as Bob Dylan said, you don't need to be a weatherman to tell which way the wind is blowing. In education, demography is destiny.

Now, I am one of the first to applaud the concept of lifelong learning and its beneficial impact on the educational system. But I am troubled by some storm clouds on the horizon, and perhaps I can convey some of my misgivings with a little story. During the second World War a naval ship approached a station in the Pacific and sent a signal to the station asking for its current position. The station relayed back, asking the ship what direction it was coming from. "Don't know" was the ship's reply.

The station again relayed, asking what was the ship's destination. The ship replied, "Don't know that either." Finally, the station signaled back "If you don't know where you're coming from and you don't know where you're going, why does it matter where you are?" My misgivings are summed up in this last question. Do we really know where we are, or where we are going with this concept of lifelong learning? As we look at it more closely, the idea of lifelong learning seems to be afflicted with a traditional American fallacy of thinking that "more" is "better." Mondale's Lifelong Learning Act proposes expanded opportunities for all, but expansion sometimes spares us from making hard choices. Those of us who worked on the current Report to the Congress & the President on Implementation of the Lifelong Learning Act saw a curious development: "Lifelong learning" was defined as an expansion of opportunities without really pinning down what those opportunities should be.

As a concept, "lifelong learning" means an increase of options, an opening up of access to learning opportunities, removal of barriers, encouragement of flexibility in time, place, methods and resources for learning. Above all, lifelong learning means loosening up the traditional "lock-step" sequence of the life cycle which prescribes education for youth, employment for mid-life, and retirement in old age. With moves to reduce compulsory schooling for youth and abolish mandatory retirement for old people, we begin to see the outlines of what many have called "the learning society;" namely, a society in which each individual has the maximum of options, flexibility, resources, and opportunities for self-realization, regardless of age or position in the life cycle. The more options, the better. This expansion of learning opportunities throughout the lifespan, disregarding limitations of age, will enhance

the quality of life for all of us. This is the ideal held out for us, and it is a powerful ideal, a compelling vision worthy of John Dewey, Walt Whitman, and the prophets of the American dream of freedom. Perhaps I haven't yet brought this audience to its feet with applause on behalf of this idea of lifelong learning because I only half believe in it myself. I say "half believe" because this idea of lifelong learning is only partly true -- "the truth, the half-truth, and nothing but the truth." Let me take a few moments to explore with you why this idea of lifelong learning, in my view, is only a half-truth and what this implies for the future of vocational education.

Let's step back to take a broad look at what the future of lifelong learning may be like. There are powerful, long-term forces at work throughout our economy and society on behalf of the expansion of lifelong learning. The knowledge explosion, the women's movement, increases in longevity, a rapidly changing economy influenced by international trade and the impact of technology: all these factors, well-known to this audience, and others besides will keep the pot boiling and make lifelong learning not a luxury but an indispensable requirement for survival in post-industrial society. Career obsolescence and continuous re-training are now permanent features of our economy. An aerospace engineer needs retraining as an ecologist; a social worker demands certification as a specialist in gerontology; women in mid-life seek entry into the labor market; business executives return to a college campus in retirement. Increasingly, vocational education becomes inseparable from lifespan development and career planning throughout the life cycle.

The lifelong learning movement extends also beyond formal institutions of education. The realm of informal education includes do-it-yourself skills, hobbies, leisure time pursuits, the boom in music, the arts and culture; curiosity about gourmet cooking and eastern religions and psycho-therapy and on and on and on. What sense do we make of this blooming, buzzing confusion called "lifelong learning"?

First we must recognize that the emergence of lifelong learning, as a cultural ideal or a lifestyle, is not an accident. There have been precedents for it at other times in our history -- the Chatauqua Movement is only one example -- but the ideal never really took root before. Education was reserved for the young. The "lock-step" of the life cycle remained unbroken. But now the emergence of lifelong learning is symptomatic of new, broadly-based sociological trends. In his book, "The Coming of Post Industrial Society," Daniel Bell points out two long-term trends that explain much of this blooming, buzzing confusion of lifelong learning. First, there is the demand for greater and greater specialization within a technologically-oriented economy, an economy that specializes in the production and distribution of knowledge. This means a narrowing of career skills to technical competencies providing less and less flexibility but requiring more and more specialized training: solid-state physicist, capital budgeting accountant, inhalation therapist, and so on.

A second trend moves in the opposite direction. In culture, the arts, values, lifestyles, and personal goals, post-industrial society moves towards rejection of every principle of limit or restraint. The symbols and slogans of society, preached through advertising in the media and upheld by artists and creators in the cultural elite, all point toward

the same goal: that is, no common goal at all, but rather the removal of every restraint in the way of exploring desires and reaching personal goals. "Grab all the gusto you can get, you only go around once," goes the beer commercial. Even philosophies of mysticism that reject a materialistic life style promise individual satisfaction through inner psychological states: transcendental meditation, EST, yoga and eastern religions. If there is a cultural ideal, it is simply the maximization of access, resources, options, and opportunities. Note carefully that I am here using the same words that my friends at H.E.W. use when they talk about the mission of the Lifelong Learning Act. Such a remarkable coincidence testifies that we are in the presence of a genuine cultural ideal, the ideal that animates the life-long learning movement.

Before I go on to spell out some implication of this idea, let me make a point about the two divergent trends of post-industrial society. The increasing rigidity of the technological social structure and the increasing freedom of the cultural system are pulling us in two opposite directions. This fact brings us to the heart of the difficulties faced by vocational education in the lifelong learning movement. Technocratic society makes career change more and more difficult while generating conditions where any "career" is likely to be interrupted by unpredictable changes in the economy. We can appreciate what this problem means in human terms. What is the middle-aged, unemployed aerospace engineer to do? What about the professor of humanities, holder of a Ph.D. degree in a specialized field, who has just been denied tenure because of falling college enrollments? Are we really so certain that labor market imbalances of this kind could not appear in the future in currently

prosperous fields such as health care or business management? No, we are not certain at all, and we cannot be certain, which is one of the difficulties of the enterprise called "career education."

The point I am making reminds us of the condition for all our lives in the foreseeable future. Just at the moment when the occupational structure becomes more highly segmented and specialized, we face the likelihood of multiple career changes and the difficulty of negotiating these life transitions. Just at the time when the cultural ideal of options, access, meaningful work and self-realization seems most compelling, our occupational structure fails to offer people jobs that provide this sense of self-realization and autonomy. The educational system and the economy are out of joint: and ultimately this is because the culture and society are themselves out of joint.

My point here has been made with devastating unanimity by specialists in the fields of manpower and training: by Ivar Berg in his book The Great Training Robbery; by James O'Toole and colleagues in the H.E.W. Report Work in America; by Studs Terkel through interviews with ordinary Americans in his book Working; by economist Robert Freeman's book The Overeducated American. Is it only college graduates doing humdrum jobs -- the "reserve army of the underemployed" -- who are facing this problem? By no means. Yale psychologist Seymour Sarason has written a fascinating book, Work, Aging and Social Change, that explores the sources of career dissatisfaction among highly-paid professionals such as physicians, psychologists, scientists and others. Their disillusionment in middle-age is a sombre warning to today's generation of career-oriented college students. The world faced by these students will witness a continued

pulling in opposite directions by trends in post-industrial society: a more narrow, tight, and dissatisfying occupational structure combined with increased cultural aspirations for self-realization and autonomy. When counselors and vocational educators ponder these trends, they may be prepared to throw up their hands in despair. What is it that we can give students that will be of value to them in the world of the future? In the face of such uncertainties, many educators simply give up the attempt to prescribe any uniform curriculum. I am unhappy with that conclusion, but I can understand the intellectual despair that gives rise to it. In trying to prepare students for life, for the world, we started from the wrong point of view. While we were preparing them for the future, the world changed, and the future turned out not to be predictable. Since we started from the wrong end of things -- trying to prepare students for the world -- our curriculum fell apart.

From all that has been said so far, it becomes easier to appreciate why the ideal of lifelong learning is now so appealing. If we face the prospect of a multi-career life and of proliferating demands for self-realization throughout the lifespan, then perhaps what educational institutions ought to be is service-stations or supermarkets ready to meet the demands that exist. Some of these demands will come from the technocratic industrial sector; others from the cultural aspirations of a leisure-time society. But whether the demand is for a new career or a new set of values, educators will stand ready to meet the demand. Indeed, a new profession of "educational brokers" may emerge to negotiate the arena between private demands and institutional opportunities.

According to this view of lifelong learning, the educational institution has nothing to prescribe for adult students on its own account. A post-industrial society remains a consumer society, and learning is just one more item for consumption. The educational supermarket provides the consumer with what he demands. The only requirements imposed are those that emerge from the credentialing function of educational institutions. Credits, diplomas and degrees are of course, one of the most important consumer products of our institutions, but how the student satisfies credential requirements is not really important. Hence, we appreciate the growth of so-called non-traditional education, with its stress on options, access and flexibility: credit for life experience, credit by examination, individualized instruction, and so on.

Do not misunderstand me. All of these innovations are excellent, but all of them concern only what I call the "bookkeeping" function of education, that is, the stamping of credentials of certification on behalf of the wider society. Values and goals are taken for granted or left unchallenged. The educational broker is an honest broker who leaves undisturbed issues that the customer has not yet thought about. With this model of the educational supermarket, whether called non-traditional education or lifelong learning, we have surrendered to the consumer society and given up the idea that the educational process means mastery of a body of skills, knowledge and values that hold us together in a common human enterprise. The educational supermarket is the triumph of access, options, flexibility and individuality. But the unity of the curriculum -- the sense of where we are, where we have come from, where we are going -- has been lost.

Now, at this point, some people will ask whether this loss of unity -- the sense of a common human experience -- really matters, or, even if it does, whether there is anything we can do about it anyway. The loss of confidence among educators in their curriculum simply reflects a loss of conviction in society at large. W. B. Yeats foresaw it clearly.

Things fall apart, the center cannot hold.
Mere anarchy is loosed upon the world.
The best lack all conviction,
While the worst are full of passionate intensity.

("The Second Coming")

This state of affairs is dangerous for a democratic society and devastating for the human being who seeks from education -- lifelong learning or any other kind of learning -- some way of making sense of life experience. In his little volume The Mission of the University, Ortega Y. Gasset put his finger on this point with precision:

Life is a chaos, a tangled and confused jungle in which man is lost. But his mind reacts against the sensation of bewilderment: he labors to find 'roads,' 'ways,' through the woods, in the form of clear, firm ideas concerning the universe, positive convictions about the nature of things. The ensemble, or system, of these ideas, is culture in the true sense of the term; it is precisely the opposite of external ornament. Culture is what saves human life from being a mere disaster; it is what enables man to live a life which is something above meaningless tragedy or inward disgrace.*

The lifelong learning movement offers a compelling idea, but it fails to come to grips with the challenge of Ortega's definition of culture, which is more than mere ornament. Access and flexibility offer more and more efficient means: but they leave the ends of learning unexamined.

*Ortega Y. Gasset. The Mission of the University, Translated by Howard Lee Nostrand. New York: W. W. Norton, 1966, p. 37.

What we need from lifelong learning at its best is help in locating ourselves at each point throughout the lifespan, in finding our way through chaos toward a positive image of ourselves in the world.

To find our way we require a map, and this is what a curriculum must be. Every educational curriculum constitutes a "map" of knowledge: a simplified, schematic representation of what we think the world is like. It is the nature of a map to be incomplete. A map doesn't try to be a literal picture, or duplication of a given terrain. Instead, it selects essential reference points for a region and represents those features in an abstract form by geometric lines and symbols. The usefulness of a map lies partly in what it leaves out, and we can afford to disregard certain details because our interest lies in finding our way through unknown territory. Each voyager will find enough details of the scenery to look at as he may be interested in.

It should be obvious that the model of lifelong learning as an educational supermarket abandons this map-making function of education. Instead of providing students with a "map" of knowledge we ask the student where he wants to go and sell him a ticket on the spot. It is not surprising that students often do not know where they want to go, or, when they do seem to know, they get their private maps of the world from other sources: from media, from the occupational system and its demands, or from the changing fashions of the cultural environment. Adult learners especially may exhibit confidence in what it is they want to study and what they do not, but this confidence may equally betray blindness to values or ways of seeing the world that are far removed from their private goals. When we counsel students, either traditional college-age

or in mid-life, about their career goals and life goals, we need to help them construct such a map of the world in which they can locate themselves and their aspirations.

I will go further and say that the primary purpose of education is to create such maps which are the objective condition of freedom for the learner. Education as the practice of freedom, to use Freire's term, means that there is a dialectical relationship between the student's goals and the objective structure of the world. Neither pole of this transaction is "given" once and for all. Our purpose is never determined simply by what the student thinks he wants, nor by what society tells him he must adapt to. Both elements here are subject to change, and this is what it means to speak of a dialectical relationship between the self and the world. Each side conditions the other, neither is accepted as an absolute or unconditional starting point.

Education as the practice of freedom is not a "preparation for life," in the sense of detailed instructions about how to live our life. A map tells us what the terrain is like. It does not tell us where our destination ought to be. Still less does it teach us how to drive or walk or proceed toward that destination. This practical instruction in how to walk each of us must find as best we can. When education gives us a map of the world, it does not solve our problems for us but gives us an indispensable means by which we can orient ourselves in the world. As in the story of the ship in the Pacific, we then discover for ourselves where we have been and where we are going. We are no longer dependent on signals from outside to tell us where we are.

It is clear from what has been said that the concept of lifelong learning as it presently exists does not provide us with any such "map" of knowledge nor does it try to. The lifelong learning movement seeks to expand flexibility and increase options, resources, and opportunities for learning. But in conformity with the culture of post-industrial society, there is no principle of limit or selection imposed. There is no particular unity or direction to the movement; it is movement for its own sake, without limits or boundaries.

I have said that a "map" of knowledge necessarily serves as an abstraction, a selection of some details, some features of the landscape in order to disregard others. Not every feature of the terrain can appear on the map. Not every branch of knowledge, not every pursuit of curiosity has a place on a map, since the purpose of the map is to orient ourselves. Where the concept of lifelong learning is open-ended and without limits, a map of knowledge requires some principle of selection for it to be useful.

This point brings us to the heart of our dilemma: the demand for a principle of selection in creating a new map of knowledge for life-long learning. Let us recognize that each "map," each educational curriculum constitutes a model of human life, a decision about what is valuable or even possible to know about the world. It is a selection of a few things as worth knowing. The old model, the old "map" of knowledge goes by the venerable title of "liberal education." It is still a powerful ideal, but when we look closely at this old map called "liberal education" we find that its outlines are blurred, the edges fade off into obscurity.

The map has been lying too long in musty library shelves. Today it seems quaint, almost out of date. The ideal of liberal education, as the key to the unity of the curriculum, has fallen on hard times. The newspapers tell us that liberal arts graduates can't get jobs, and in America, after this indictment, what more is there to say? But the situation is still more serious. Even educators themselves cannot quite agree on what liberal education ought to mean and whether or not it still has validity.

What we call liberal education today originally grew out of the seven liberal arts, as these developed in the classical civilization of antiquity and flourished in the universities of the medieval world. Originally, it was a curriculum of basic skills or tools of inquiry, but in time it became a body of subject matter, the liberal arts curriculum. That tradition continued into modern times to form the core curriculum of the American college until it finally broke down in the late 19th century under the impact of the elective system. But the concept of the liberal arts never entirely lost a sense of its origins: namely, an education worthy of a free-man, as opposed to a slave. Throughout its history, this ideal of liberal education was compromised by a fatal association with elitism that made it difficult to adapt to the rise of mass education in the 20th century. Still, in a higher education, the alternative, or pure elective system, has time and again proved unsatisfactory, and various attempts were made to introduce some form of liberal education as a principle of unity into the curriculum. To some extent, this unity in the curriculum was reconstituted through expedients such as required courses, distributional requirements, and a demand for concentration in the form of a major. But again, with time,

this reconstituted version of the liberal arts curriculum began to unravel and come apart. Which courses were to be required and for what reason? Did students really gain understanding or a common conceptual language from taking a smattering of "distributional" courses, grudgingly selected from the smorgasbord of classes available?

This reconstituted version of a unified curriculum was built around a unity of subject matter: the idea that different subject areas such as the humanities, natural sciences, and social sciences could complement each other and present a complete picture of the world. But today this unity has been eroded again by a proliferation of new disciplines, each claiming intellectual importance; by doubt about the ethnocentric orientation of Western civilization; by an explosion of knowledge in all disciplines; and, most of all, by a loss of consensus among the faculty about what courses are truly necessary. Efforts to reconstitute such a unity by focusing on the basic methodology of inquiry, the tools of knowledge, only serve to sidestep the dilemma. Like the movement in favor of attention to basic skills such as basic English composition, mathematics, critical thinking, and so on, the emphasis on methods and skills fails to create a unified map of knowledge. To have a tool, like a compass, is useful in making progress toward a destination. But without a map, without an overall picture of where we find ourselves, a tool like a compass is not of much help to us. Of course, we need more attention to basic skills, such as English composition, but these are tools. They are not a substitute for some means of locating ourselves in the wider environment. Once again, the map of knowledge has become frayed around the edges.

Is there any hope, then, of finding such a map of knowledge and of reconstituting the unity of the curriculum? I believe that such a unity is possible, but in raising this possibility we need to remember where such efforts have gone wrong in the past. When we have tried to use education to prepare students for life, for the world, we found that we were starting from the wrong point of view.

We have tried to be "practical" but have ended up not giving students what is of value both for the long future and the present moment. In truth, we only prepare for the future by living in the present; by responding to the position of the student in the life cycle at a given moment. The future that we and our students will face is more unknowable than we can imagine, and there is no use in trying to second-guess it. We must let those details take care of themselves and instead try to discover whatever is permanent and unchanging, whatever is of real value, no matter what the future may bring. This is the first lesson we must learn from the past.

The second lesson we must learn is that we will not discover a map of knowledge by trying to assimilate every form of knowledge, every kind of subject matter, into the curriculum. Such indiscriminate endorsement of learning leads nowhere. It defines "education" in terms so broad as to be co-extensive with life itself. Endorsing every kind of subject matter blurs the outlines of our map. We must learn that we will not create a map of knowledge at the level of subject matter. A unity to the curriculum will not come from trying to decide if sociology or literature, physics or fine arts, Black studies or Women's studies, or any other studies belong in the curriculum. A map of knowledge may

acknowledge all these pathways and by-ways, and many others besides. But a map must be selective; it abstracts only what is essential and highlights those features that are of concern to everyone.

The clue to constructing this map is given by the very purpose for which we employ a map: to go on a journey. What is needed is a curriculum based on the human journey through the life cycle. The genius of progressive education, from its origins in Rousseau up through John Dewey, has always been to understand the educational enterprise in terms of the life of the learner and not in terms of the abstract demands of the subject matter. Seeing education as an "adaptation" of the learner to society was a betrayal of the progressive tradition, not a logical outcome at all. It is not in the demands of the subject matter or the pattern of society that will find a unity to the curriculum. We will find it instead in the natural, unfolding rhythm of the life cycle of the learner, originating in childhood and continuing through the lifespan. This enlarged vision is an extension of the progressive impulse at its best. The failures of progressive education always arise from seeing the life situation of the learner in terms that are too narrow, even when those are the terms in which the learner defines his own goals. For example, seeing the student's interest at a single moment in time -- say, an interest in future career preparation -- as the sole or decisive factor in shaping the curriculum. What is needed is to distinguish between short-term interests and long-term interests. We need to locate that moment in time within a larger developmental sequence that embraces the life cycle as a whole, to see each task of the life cycle as linked to succeeding tasks: for example, marriage and work, career and retirement,

leisure and family life. When we see education in these terms, lifelong learning can no longer be facilitation of access alone. Lifelong learning becomes life cycle learning: that is, learning that is tailored to the developmental tasks of each phase of the life cycle.

The basic principle here has long been accepted in the field of childhood education. We need only to extend it to the adult lifespan. We know from the studies of Piaget that the cognitive growth of the child's mind moves through stages of development, each with its own logic and learning characteristics. Teachers of small children, if they are sensitive to these developmental stages, organize the curriculum around them. What is needed is to shape a curriculum of lifelong learning around the same powerful developmental principles, applied no longer to childhood alone but now through the lifespan as a whole. As we look at the adult lifespan, we see a range of major life transitions: career choice, marriage, mid-life crisis, the cycle of generations, retirement, death and dying, and so on. The popularity of Gail Sheehey's book Passages demonstrates a vast upsurge of interest in this subject. Increasingly, people are looking for ways to make sense of the changes and transitions of adulthood, and the growing field of lifespan developmental psychology will make its impact felt in the future. Above all, new investigations must convince us that the developmental tasks of different phases of the adult life cycle must be at the center of any curriculum of lifelong learning. What I am calling "life cycle learning," therefore, requires us to treat each phase of the lifespan in terms of its own special possibilities for growth and understanding. In his essay on "The Stages of Life," Jung makes this point in speaking of the transformations that people experience throughout the lifespan.

Wholly unprepared, they embark upon the second half of life. Or are there perhaps colleges for forty-year olds which prepare them for their coming life and its demands as the ordinary colleges introduce our young people to a knowledge of the world? No, thoroughly unprepared we take the step into the afternoon of life; worse still, we take this step with the false assumption that our truths and ideals will serve us hitherto. But we cannot live the afternoon of life according to the programme of life's morning; for what was great in the morning will be little at evening, and what in the morning was true will at evening have become a lie.*

What Jung says here must be heeded in a curriculum of life cycle learning. Once we go beyond the ideals of access and flexibility in lifelong learning, we will discover that the learner's position in the life cycle is the whole key to the learning process. It will not do to disregard age or treat it as irrelevant. In the coming of age and the position of the learner in the life cycle lies the unity of the curriculum.

What would a life cycle curriculum look like? First, we can be sure it would not be age-specific in the way that a curriculum of child development is. In childhood, the sequence of life cycle changes is highly predictable in its time-table. We can talk about the "terrible two's," about latency and puberty, about the operational and pre-operational phases of cognitive growth. Each of the developmental stages of childhood poses its own developmental tasks in a timely and predictable way.

But for the adult life cycle this age-specific sequence is lacking. Pivotal transition points -- such as reaching age 30 or age 65 -- are largely arbitrary, or perhaps symbolic. They are more like bench-marks on a journey, signposts that demarcate stages on life's way. Their chronology

*Joseph Campbell, editor. The Portable Jung. Viking Press, 1971. pp. 16-17.

is determined by our imagination, not by the rhythm of the organism. Beyond age linked changes, the adult life cycle also poses unpredictable transitions -- such as career change or divorce -- that rarely fit into a fixed time schedule. Such transitions, while presenting us with a challenge, do not define their tasks in automatic or invariant terms.

This point brings out a second feature of the adult life cycle, with multiple implications for a curriculum of life cycle learning. The tasks of adulthood pose questions to us, but there is no fixed way in which we must respond. In childhood or adolescence the successful outcome of developmental tasks is relatively clear-cut: separation from parents and family of origin, mastery of occupational skills, finding a mate and so on. Despite anthropological diversity across different cultures, these tasks are surprisingly uniform in their basic pattern: It is only the details that vary. Separation, mastery, and commitment define the achievement of ego differentiation, the culmination of a biological trajectory beginning in the womb and moving toward the adult personality at the threshold of life. The normative definition of this task is clear: "Lieben und arbeiten" -- to love and to work, as Freud replied when asked for a definition of psychological health.

Yet when we approach the life cycle tasks of maturity, we move onto treacherous ground. Mid-life crisis, death and dying, retirement, old age: these tasks do not lend themselves to easy definition. There is no unmistakable normative outcome, no touchstone of "mental health" that commands consensus. Various solutions to these problems of life are possible, because we are no longer dealing with a task whose definition is clear. Who is to say whether the middle-aged executive is better off seeking a career change of a certain kind? Is the impulse for

change a form of escapism, a flight from boredom, a demand for creativity, or the first seeds of psychological growth? Who among us is confident about what roles are most satisfying in old age or about how pre-retirement counseling is best organized? What do we really have to say about the fear of death, in ourselves or in others? Work, death, aging, love, power; these are not technical problems that can be solved by a minimum of psychological counseling. They are basic questions of life that bring us face to face with who we are and who we are asked to become. In the face of these demands, these ultimate developmental tasks, there are no easy answers. Each person must find his own way and the way may well be lonely.

Yet in saying this, we do not dispense with the need for education. The experience of finding our way is the common human experience. An education worthy of the name would not let us loose in this jungle of human possibilities without at least providing us with a map. As Ortega said, life is a chaos, but just for that reason maps are essential. With the help of these maps each person may find his own way through unknown terrain. Where then do we find such maps? To find guidance through the human terrain of work, death, aging, love and power we need to consult those who have gone before us on the journey -- the master map-makers, known as poets, historians, philosophers, psychologists, and all those who have charted the human life cycle. If we look for these map-makers, we will find Dante, who begins his Divine Comedy with the words, "Mid-way in this mortal life I found myself astray in a dark wood..." We will find Goethe and Shakespeare, Thucydides and Freud, Tolstoy and Aristotle. In short, we will find all that we need of the liberal arts tradition, and if we can rescue the great names from the hands of antiquarians, we will be astonished to discover that the basis of life cycle

9

learning was in front of us all the time. The symbols and stories of history and poetry, of drama and philosophical wisdom, contain what only a ripened experience of the life cycle allows one to see. When it comes to these great works of the humanities, the older student is generally a better student, precisely because certain insights can only be appreciated by those whose life experience has already allowed them to grasp what is really at stake in literature or in life.

Perhaps I can best convey what I mean here by a story related by the historian Arnold Toynbee. Immediately after the second World War, there were large numbers of soldiers, British and American, stationed in England, waiting to be demobilized. The military authorities thought it would be useful to organize informal educational classes for the men to pass the waiting period, and so they began to plan what subjects might be offered. At first, they assumed that the best idea would be to offer practical subjects such as business management or professional skills. But when the men themselves were questioned, it turned out that these soldiers, returning weary from terrible experiences on the battlefields of Europe, wanted above all to study history. They wanted to understand, to make sense of the background leading up to the horrible bloodshed they had been a part. Their life experience had confronted them with a developmental task that cried out for mastery and understanding: an experience as old as the Illiad and the Pelopponesian Wars.

That Toynbee's example should come as a surprise to us only proves how drastically we underestimate the relevance of the liberal arts to our everyday life. Remember Ortega's comment: culture is precisely the opposite of external ornament. It is what, in his words, "saves human life from being a mere disaster." In the life cycle transitions

of maturity, there are certainly opportunities enough for disaster. And whatever else later life may bring, it includes, for better or for worse, an undeniable intuition of the power of destiny. We know at last that certain choices, in early life, foreclose options and lead down paths that become apparent to us only after we have lived a portion of our life. But the life cycle transitions of maturity also offer opportunities to redeem disastrous choices in early life: a bad marriage, a dead-end job, the need for a new sense of identity or liberation from social stereotypes. The rhythm of the life cycle includes both endings and beginnings, a sense of closure and a sense of freedom.

This intersection of finitude and freedom in the adult learner is the center of gravity for the enterprise of life cycle learning. The adult learner, especially the middle-aged or older learner, brings to the learning experience an immense richness of life experience: an experience of the world through action, choice and responsibility. Where youth exults in hope and imagination, the student in mid-life confronts concrete choices and practical problems -- whether in family life or in an official capacity as a teacher, administrator, or professional person. It is just this dimension of choice and human freedom that we find embodied in the great masterpieces of the humanities. Think of MacBeth or Anna Karenina, think of the self-portraits of Rembrandt or the moral vision of Socrates. If history or literature are presented to us in this light, what we see is mature human beings making difficult, even tragic choices with full awareness of weakness and human limits. This experience of making decisions, taking risks, defining our identity through action is an experience of freedom and it requires a vision of lifelong learning that is worthy of

its task. But where will we find a cognitive model for this experience of choice and decision-making -- for this experience of freedom?

This is a philosophical question with profound implications. It is a question that challenges an entire "map of knowledge" as reflected in the curriculum and the organization of scientific knowledge. The natural and behavioral sciences look at human beings from a standpoint of lawlike explanation, prediction and control. Our whole technology, including the systems technology of organizational life, is built on this scientific point of view. Much more than a description, this scientific methodology is a way of looking at the world -- a way that excludes the dimension of human freedom. But the life cycle eventually confronts the human being with a deeper question than anything our technological education has taught us to ask. This is not the scientific question of "What do I know?" but the question "What must I do?" and, finally, in old age, at the horizon of death, the question of "What may I hope?" These three questions -- "What do I know" What must I do? What may I hope?" were what Kant called the three ultimate questions of philosophy. All of us ask these questions, in different ways throughout the lifespan. But it is especially in maturity and old age that the questions can assume their deepest meaning. In the mid-life crises of family and career, questions of choice, action and freedom are highlighted. Ambition, pride, heroism, jealousy, devotion, and the whole range of emotions are there, as they are in the great works of the humanities. The humanities present us with a concrete universal: a single, unique personality who somehow comes to embody what we recognize in ourselves. The experience of MacBeth or Anna Karenina is important because it is universal and it is intelligible

because it is the experience of a concrete individual. This is the logic of the humanities, as Ernst Cassirer observed. It is not a logic of scientific prediction and control, but a model, an analogue, that is wholly individual and therefore permits us, by the logic of analogy, to apply the model in unforeseeable life circumstances. It is a mode of intelligibility in the world that allows for novelty and freedom and therefore has the capacity to make choice and action understandable to us. In this way it serves as a bridge between theory and practice.

I stress this last point so much because it is essential to remember what Whitehead insisted upon in The Aims of Education: namely, the antithesis between the liberal arts and so-called practical education is a false antithesis. The world of practice -- in professional life, in law, medicine, or business -- is a life of decisions, a life of action and choice. This world of practice requires a logic of analogy and an education for the practice of freedom. And so the false antithesis between the humanities and practical education disappears the moment we give up the idea that culture or liberal learning is a mere ornament. Once we see education as the practice of freedom, then the humanities become inexhaustible sources for constructing those "maps" that enable our students to negotiate the choices and transitions of the adult life cycle. Nothing could be more practical than such an education, whatever name we give it.

But the old version of the liberal arts curriculum is dead. The curriculum has been bypassed by the knowledge explosion, by an erosion of cultural values, and by a fragmentation of the world that sustained that curriculum. Unless we have before us some image of the unity of the curriculum, the educational enterprise will increasingly dissolve into a scramble for "new markets" of lifelong learning coupled with promises of more efficient training in basic skills. Industrial efficiency and

an educational supermarket will not furnish us with maps to guide us into the future. We will find such maps only with those who have surveyed the life cycle as a whole and conveyed their vision in a form that enables each of us to make life experience intelligible in its terms.

In conclusion, I come back again to Jung's question: "Are there perhaps colleges for forty-year olds which prepare them for their coming life and its demands as the ordinary colleges introduce our young people to a knowledge of the world?" We can answer this question in the affirmative only when the concept of lifelong learning passes over into life cycle learning. Within such a philosophy of life cycle learning, it will be the task of the next generation of educational leadership to create such colleges. The curriculum of these colleges could fittingly be summed up in the title of Gauguin's last painting: "Who are we? Where did we come from? Where are we going?" In locating the unity of the curriculum in the structure of the life cycle, we are focusing on what is permanent and unchanging in the human condition: the cycle of birth, youth, maturity, old age, and death, a journey that each of us must travel alone, yet in company with every other person. Life cycle learning is the study of what is permanent and unchanging, and this learning is of value, whatever the future may bring.

REACTION TO KEYNOTE ADDRESS

REACTION TO DR. MOODY'S KEYNOTE PRESENTATION

Editor's Introduction

Following is a brief summary of comments offered by panelists Carl McDaniels, Dean Hummel, Rufus Beamer, and Leroy Miles to the keynote address. Their remarks were taped. What follows is a brief coverage of their major points. An attempt was made to extract the panelists' views accurately: if errors in intent or meaning exist here, the fault belongs to the editor.

Don G. Creamer

Dean Hummel

Dr. Moody's presentation was hard hitting and full of many complicated ideas. It needs careful study for best understanding. The essence of the paper deals with a technology in learning opportunities using a life cycle approach.

I see career development for adults best defined as something which happens to people by choice or by chance. It is an essential aspect of human and personal development. Furthermore, career development in this sense provides for self identity; how successfully one moves through the process determines to a major extent the degree of happiness of the person involved in the process.

Regarding Dr. Moody's self actualization stage of development, I see it not as a cycle, but as progression learning. Progression learning builds on the past, from birth to death. The spaces in between provide people with opportunity to receive assistance to make the way from signpost to signpost.

Certain popular literature today, such as self help books, are useful to understand the difference between life cycle learning and progression learning. They depart from stage development toward more emphasis on individual development; from cycles to progression.

Work is a conscious activity which produces a service or a product which is of benefit to oneself or to others. We need to learn how to move from one stage or cycle to another. We can learn from those who have done it.

Freud's concept of psychological health as love and work suggests a meaningful relationship between using the individual approach and the technological approach to career development.

Rufus Beamer

As an adult, I have an advantage in discussing this topic. I have been there. I have moved through many of the cycles being discussed. I now hear two voices: why don't and why bother?

The difficulty of adjusting to new jobs is frequently overemphasized. We do not occupy as many new jobs in our lifetime as is commonly reported, though some job change is self evident.

Regarding the notion of a dichotomy between liberal arts and vocational education, I have an hypothesis: the best way to prepare for jobs which do not exist is to prepare for jobs which do exist. Our emphasis needs to be on the process of preparing for work.

Work is essential to human development. The dichotomy between the liberal arts and vocational education is a false one.

Leroy Miles

Dr. Moody approached life cycle learning from a holistic point of view, but did not address the problems of minorities and women. Certain developmental needs of these segments of the population are different from the norm. We need a unified curriculum or a core curriculum, but we cannot afford it at the expense of not meeting the needs of minorities and women.

Secondly, Dr. Moody did not address the problem that the work settings for adults are varied. These variations suggest unique needs and unique skills required by the setting.

Finally, I submit that the supermarket approach in curriculum is not totally bad. We need to provide people the skills required at a particular time in their lives; they frequently must tell us what their needs are.

Carl McDaniels

I am concerned about the notion of the evenness of the pace of development in Dr. Moody's remarks. My impression is that it is uneven. The staged approach to career development is still beyond us. We do need a philosophical base, but we must bear witness to human needs as they exist now. A long range approach is obvious, but we need to deal with immediate needs also.

We need to break away from seeing life in boxes, such as education, work, and leisure. We need to remove the barriers to keep us from having good philosophy and good practice, no matter whether we call it life cycle or life long development. We need a blend between theory and practice, but most importantly, we need examples to show us how to do it.

Harry Moody

The distinction between progression learning and life cycle learning is important. Life cycle learning refers to a predictable transition from stage to stage. Developmental theorists have been criticized for their approach. The image of this approach is a linear one. The individual approach conjures an image of circles.

What is a need? When we overemphasize process we suggest that we are underway, but to where? One definition of old age refers to those who believe they have arrived. Whereas a developing person refers to those who are traveling and dealing with the issues as they arise.

But there is another side. The stage approach offers some practical opportunity to deal with such issues as making a value decision of where to put our money, such as that from the federal government. We do have to make choices; resources are scarce.

The supermarket approach to curriculum is ok in certain ways--we need to give the customers what they want. But how can we be sure that what students want is the same thing as what they need?

MAJOR ADDRESSES

EQUITY ACCESS IN VOCATIONAL EDUCATION

Richard E. Carlson
Director, Division of Vocational
and Technical Education
U. S. Office of Education

For years the sins of intellectual and academic snobbery protected vocational education from equity access. Many of us grew up knowing that vocational education was for "somebody else's children." There was us. Vocational education in the past never experienced an access problem to the slow learner, the troublemaker, the potential dropout.

Today the world has discovered that saleable skills and work related training is popular indeed. Coming of age for vocational education is evidenced by expanding enrollments and increased funding by States and the Federal Government.

It is estimated that formal vocational education will serve 17 million students this year. The big question is how do we achieve equity access for all who can benefit. An initial discussion of the barriers might be helpful in defining potential solution.

Back in the days when women presided over the earth, the guiding light for all of life was known as the feminine era. From this era evolved the feminine principle which provided for all human needs such as warmth, kindness, protection, nourishment, justice, healing, decision making, and all that was good. The keepers of the faith were known as Sophia, Goddess of Rebirth; Athena, Goddess of all Wisdom; and Aphrodite, the Goddess of Love and Beauty. In that social order men were insignificant. In fact they weren't even mentioned.

Man looked at his insignificance and decided that since he was here first he would create a male dominance based society and take charge

of all the good things, and so he did. The first step was to send out a survey. He surveyed all the male population. He got an 85% response to his survey which indicated that man should run things. A task analysis of duties was performed. It was decided that the men would have to run some indoctrination training for women so that they would know their place. A division of work responsibilities must be created to assure the best person for the appropriate job.

Man reasoned that women's responsibilities would be relegated to those things that related to the house, the home, the management of the home except, of course, when the man is home. All these supporting roles, of course, he would delegate: the child managing roles, food preparation, care of the facilities, and all important supporting roles.

The task analysis also decided the responsibilities which were reserved and assigned to man. He was to be the protector, the provider, the judge and jury, the disciplinarian, the boss, the man of the house, the decision maker, the manager, the originator of all wisdom. That certainly seemed fair at the time. The next problem was how to get this great plan into operation. It was decided not only to assign those various roles to women and to men but to disseminate them widely, even in the Federal Register, to all the population in society. What was man's work and what was woman's work, were not to be at issue or questioned by anyone in the world.

From this great research and its implementation, a directory of occupations emerged. Naturally, the original distinctions of service, child related, health care remained with women. These translated into the work world as elementary teachers, nurses, clerical workers,

bookkeepers, or hostesses. Men, of course, were charged with the occupations, administrators, doctors, C.P.A.'s and pilots.

This psychological stereotyping barrier still exists and not only in the minds of men.

Sometime ago I was almost thrown out of a conference on women's affairs. There was a Spanish woman, describing her childhood. It went something like this: At my home when father was coming home everything stopped. We had to get dressed up, ready for father. I was sent out to make sure the newspaper was ready, my other sister was sent out to make sure that the slippers were there. Mother spent five minutes getting ready and patiently waited at the door. He may have come in only to say that he was going out with the boys. We had to accept it and smile. She continued on and on with the culture of the Spanish. I was sitting in front and I mistakenly shook my head and put my hands over my eyes. She looked down at me and said "you think this is not true." I assured her that I was totally convinced it was true but that I had just discovered that I married into the wrong nationality.

That's a little different from being greeted at the door after work by a departing wife, who insists her need for achievement is important too!!! Where did she get such treasonous behavior?

Women are being asked to do many things to develop new behavior to compete successfully.

She has to ask herself, "Can I make it out there?" She answers, "I've been pretty successful, raising kids, managing a home, doing some pretty great things, and all of a sudden society says, 'Hey you better really look hard!' Those aren't that important. Your self-realization

through career and work is the most important thing. It sets up a tremendously confused state. There's that self assertion anxiety. How do you be self assertive without turning off your mate and turning off everyone else, and still look decisive? But be what we expect you to be--feminine." This is very difficult to do! There of course is the identity crisis.

It's interesting to note women's response to the equal rights amendment. Many of the women interviewed say they have a superior role already. Why spoil it? Yet in some states the property laws provisions are different, not favoring the woman. The question of old established values of the home and child care come into strong focus. To hold these values against the social and political trends today is a no-win game either for women or men. The sterotype is fortified by just viewing the occupations women are concentrated in. Over half of the 46 million women in the work force are either in clerical or service jobs.

Did you know that:

- Women, like men, must work to meet financial responsibilities as well as personal goals.
- 13% of all families in the United States are headed by women.
- 2/3 of the women in the work force are the sole support of their families.
- 90% of all women work outside the home at some time in their lives.

Did you know there are other barriers to limiting access in Vocational Education. Barriers such as self concept--in terms of passive or dependent traits. These certainly affect perception of what is "suitable" for women. The confidence level, aspirations level, competitiveness of the individual.

- Role conflict - education vs. family aspiration.
- Loss of femininity and social femininity and social rejection.
- Economic cost of child care and transportation.
- Home responsibilities and/or study responsibilities.
- Job responsibilities (full-time vs. part-time).
- Institutions geared for traditional full-time students.
- Evaluate learning potential in terms other than for the 18 year-old right out of high school.
- General lack of information and test scores.

One positive note: more women and handicapped individuals are showing dissatisfaction with sex stereotyping of both men and women. If one were to indict the culprits who aide and abet stereotyping, few would escape being listed. Too many parents, counselors, educators, and employers have revealed truth about what is right for other people. The protection from potential failure and hurt are perhaps admirable, but that protection also stifles growth. The setting up of advisoral positions doesn't help either.

The position of woman in the society provides an exact measure of development of that society. If women can function in the society as equals it has been shown that society benefits. If man can function in the society as a free agent, society benefits. If both can function as interchangeable equals, society benefits. Where one or the other are held back or contained, society is the loser.

Modern technology has made it possible for there to be no sexual difference in work. Work today doesn't demand great strength, doesn't demand the kind of work that only a man can do. Work today takes energy and intelligence. I think we are almost getting to the point of

discovering that those commodities reside equally in both men and women.

Enough of barriers, are there any bridges to access? Yes, I feel there are many. There is a bridge of awareness that is growing continuously. This awareness is exploding the myths men's work/women's work. The concept "why not" is being accepted. There is the bridge of youth who have witnessed the clinging climate of acceptance and agree with it. There are many bridges of advocacy which will assist an individual define and present his or her case. There is also the bridge of militancy which helps recalcitrants reconsider. Finally, there are the bridges of law and litigation when common sense and understanding don't prevail.

With all these bridges, what does the future look like: Jobs won't have sex labels, even in the home. There will be no such thing as men's work and women's work. In less than 15 years the labor force will increase by 22 million. Of the 22 million 70% will be women of all ages returning to work. The rate of growth in population will be much much slower. There will be an increased demand in all occupational areas for women. You will see women in air conditioning, automotive and transportation occupations, and aircraft mechanics. You will see women running motorcycle shops and TV shops. You're going to see household appliance servicepersons that are women. You will see people coming in checking your oven or your washing machine that aren't men, but women. All trades, from pipe fitters, to carpenters, to plumbers will be performed by women as well as men. There will be more upheaval in the homes than you can imagine. The changing status of women will not make anyone's life any easier.

When the man has to get supper when he comes home tired, and has to share the child caring duties that have been placed on women in the past, it's not going to brighten the evening meal. Yes, there's going to be

upheaval but eventually its going to build a better social order. Eventually, there will be a working understanding between people that will see more sharing of the home work and household tasks by women and men. The support services will probably be continued by women.

The feminine movement and other sociological movements will increase the divorce rate, thereby, developing a whole new group of women who have to work to survive. There will be increased numbers of women college graduates who go to work, then get married. They will have children and go back to work right away. There will be a greater acceptance by the public today of a woman with a 6 month old child returning to work. More older women are also returning to work and need vocational training.

Industry will go to some flexible scheduling of work for both men and women. Industry may hire a couple and pay that couple for six months of work. The pay will take care of that couple's needs for a whole year and then schedule them in six months later. There will be greater numbers of husbands and wives exchanging roles. Like, "Hey, you've had the kids for a couple years; they are 2 years old, I think I'll try it for a couple of years." Socially it will become more acceptable.

There will also be greater Federal involvement in making sure the school's vocational educational programs have an incentive to enroll women in all programs. Concern about how the school, how vocational education, how the training, how the industry address and solve the real problem of making both sexes productive and helpful in society will continue. The slogan "why not for all citizens," will become a reality. Perhaps the government will announce its real agenda.

CAREER DEVELOPMENT FOR ADULTS: IMPLICATIONS FOR COUNSELORS

Elinor B. Waters
Director
Continuum Center for Adult Counseling
and Leadership Training
Oakland University

In contrast to the provocative philosophical discussion we heard this morning, my presentation will focus on practical aspects of Career Development for Adults. After giving a brief description of the work of the Continuum Center, I'll share some of my ideas about the similarities and differences involved in counseling adults and counseling younger people. The bulk of our time will be spent in describing the Careers in Transition program developed by the Continuum Center and in familiarizing you with the workbook entitled, Directions for Change, which we use in that program.

Overview of the Continuum Center

As its full title implies, the Continuum Center for Adult Counseling and Leadership Training offers both counseling services and leadership training opportunities to individuals and organizations. As a service organization, the Center's purpose is to assist people of all ages in the meaningful evaluation and planning of their lives. Toward that end, the Center offers programs in personal growth, career development, assertiveness, marriage enrichment and divorce. The Continuum Center came into existence in the fall of 1965 as a women's center. Over the years it has diversified its clientele and operations so that it now serves men as well as women from young adulthood to old age.

*Much of the material presented here is taken from an article by Goodman, J. S.; Walworth, S. A.; and Waters, E. B. "Down with the Maintenance Stage: Career Development for Adults." Impact, 1975, Vol. 3, No. 6 pp. 44-51.

The leadership training aspects of the Center's work involves training people to work as paraprofessional counselors both in Center programs and in other community agencies. In addition, staff members offer training in counseling and communication skills to such diverse groups as teachers, counselors, student leaders, hospital personnel, and service providers who work with older people.

Similarities and Differences in Counseling Adults and Younger People

I suspect that most of you were trained in a counselor or vocational education program geared toward preparing counselors to work in school settings. Therefore, it may be helpful to review some of the major differences I have found between working with adults and younger people.

Before outlining the effect of age differences on the counseling relationship let's briefly mention some similarities. In almost any counseling situation, the first step is to establish trust between client and counselor. Usually this requires that counselors communicate to counselees their understanding of the words and feelings counselees are expressing. I think it is also important that counselor and client make some kind of agreement as to how they will work together.

In terms of age differences, I think it's important first of all to recognize that it is often hard for adults to ask for help. Many older people believe they are supposed to be able to take care of themselves. Therefore, counseling sessions often begin with the client giggling nervously and making an embarrassed statement such as "I'm 48 years old and I still don't know what I want to be when I grow up." Counselors need to respond to this difficulty by offering support and legitimizing the right of adults to counseling assistance. Most adult clients have had a variety of past experiences which may both enrich

their lives and limit their flexibility. Typically, adult clients have more responsibilities to other people than do youngsters. Sometimes this responsibility extends to three other generations. As a corollary, there is more potential spin-off effect. One anecdote illustrates this ripple effect. My first client at the Continuum Center took a high school equivalency examination at the age of 55 and then entered a community college. Subsequently one of her daughters and two of her sons-in-law enrolled in college, explaining that if she could go back to school at her age, they clearly could.

Along with the reluctance of many adults to seek help, the need for counseling may have negative effects on their self-concept. People considering mid-life career changes may entertain such negative thoughts as "does it make me a loser if I have been barking up the wrong tree?" For those whose need to change careers is not voluntary, there may be additional complications as even in a period of recession, being fired can be a devastating experience. Apropos of that, it is helpful for counselors to be aware of the fact that in doing career counseling they may be the targets of client anger. Although their anger is in reality directed at a spouse who has died or left, at suddenly being fired, or at the state of the economy, it often comes out in strange ways. It is important not only for counselors to avoid taking such anger personally, but also to recognize that when their clients are experiencing turmoil it may be hard for them to absorb career information.

In addition, counselors may want to help their counselees think about the status losses, real or imagined, which are involved in changing jobs or going back to school. Often, changing fields necessitates starting at a lower salary or responsibility level. Adults making changes

which involve returning to school or getting additional training of some kind, may resent any requirements which do not seem directly related to their goal. This is one reason it is especially important for adult educators to specify the rationale for the activities and learnings they ask students to do.

Adult clients may have negative feelings about being counseled or trained by people much younger than they. One approach for counselors faced with this problem, as with counseling across other demographic lines, is for the counselor to acknowledge the difference and ask the client to indicate if it causes any problems.

By way of summary, counselors who work with adults need to be highly supportive of their clients and straight forward in their communications. Only in this way can they help their clients make realistic appraisals of their present situations and workable plans for the future. Let us move now to a description of one structured adult career development program offered in a group format.

The Continuum Center's Career Development Program

"Give me a fish and I'll eat for today. Teach me to fish and I'll eat for the rest of my life."

The above parable embodies the basic thrust of the Continuum Center's Career Development Workshop. The goal of the workshop is to help participants to become more self-directed in exploring and planning their careers, and to provide them with the necessary tools so that they can be self-directed. Its emphasis is on developing the skills necessary for this "self-directed search." To implement this goal the course draws upon the concepts of McDaniels (1974), Super (1957), Holland (1966), Gelatt (1962, Tiedeman (1966) and Friel (1974) among others.

In organizing the program, career development was broadly defined. McDaniel's view of the need for total life-style planning influenced us to encourage participants to consider their leisure as well as educational and vocational preferences. Since career decision making involves the implementation of an individual's self-concept (Super, 1957), a basic component of the course is self-exploration and assessment. Toward that end much emphasis is given to the process of values clarification which will be discussed later. Because the underlying goal of the course is to teach participants a process of vocational exploration, emphasis is also placed on techniques for gathering and personalizing information. Holland's division of the world of work into six areas (Realistic, Investigative, Artistic, Social, Enterprising and Conventional) is used as a unifying classification scheme for presenting occupational information (Holland, 1966).

Since each participant's goal is to make some decision about his/her own career planning, considerable attention is given to the decision-making process. Gelatt (1962) suggests that decisions are essentially cyclical and that "... the counselor's role in this process is to assist the student through the cycle."

To assist participants in learning this cycle we have developed the "Arrow Decision-Making Process" (Figure 1) which serves as a framework for our course. Friel's concept of the necessity of expansion followed by a narrowing of career choices prior to decision-making was useful in developing this scheme. A detailed description of the utilization of this framework is included in the course agenda.

Clientele and Format of the Program

As has been indicated, the career development program of the Continuum Center serves adults. These adults range in age from their mid 20's to their mid 50's. In terms of education, most have at least some college work, with fewer having only a high school diploma and a small number having post graduate work. Generally, the participants are married with children and the family income is above \$10,000 per year. However, a significant number of the female enrollees are either recently divorced or widowed and for them economic crisis may be imminent.

The Continuum Center offers both day and evening programs in Career Development and the clientele of these programs differs. In the day program, which enrolls almost exclusively women, the typical participant is not currently employed. She may have both the time and the money for vocational training but faces a basic decision as to whether, and if so when, she wishes to re-enter the work world. Frequently, she is evaluating the amount of time which she feels she can be away from her family and the degree of commitment she is willing to make to her own career.

Although some of our night-participants have been laid-off, the night program typically serves men and women who are currently employed but dissatisfied with their work situation. Generally, these participants are deciding whether to risk a career change and may be weighting current job security and family responsibilities against their desire for a more fulfilling job or greater personal enrichment.

Although the day and night courses have different populations, both groups require a careful exploration of values and priorities as well as an appraisal of economic realities. Therefore, the basic format and

thrust of these programs is the same. Each contains six, three-hour sessions meeting on a once or twice a week basis. At the sessions, a participant spends about half of the time in the large group and the other half in small groups of 5-8 members. Each small group has one or two trained group leaders to facilitate the discussions, and help participants personalize the information given in the large group presentations.

We have found the combination of large and small group time to be extremely helpful to our participants. The large group presentations maximize information giving and, in the small groups, participants have a chance to talk about how the ideas and information presented relate to their own particular situation. Such sharing is facilitated by the fact that the group leaders are peers of the clients -- men and women who have been through a Continuum Center program as clients and then been selected and trained in counseling techniques and principles of group work. (For more information on the Continuum Center's approach to training peer counselors, see Waters et al., 1977.) In our experience, groups offer much more than the realization that other people are also dissatisfied with their jobs, or worried about being obsolete or forgetting how to study. At each session participants are encouraged to make a commitment to their group as to what action steps they will take before the next meeting and report on their progress. In this way group members serve as a source of encouragement and support for each other. Often group members share the information gathering tasks and pool their resources. Clearly, group counseling is not the best solution for all clients, as some people do better with a more individualized

approach. In our group career counseling programs, we use a number of standardized materials which we have adapted to meet the needs of an adult clientele. Some of these adaptations are described in the following section.

Adaptations of Standard Materials

Although we use both parts of Holland's Self Directed Search, (1970), we essentially, and with his permission, use it backwards. We have found it helpful for participants to use the Occupations Finder prior to taking the inventory. As assigned, the Finder serves as an expansion tool in increasing a participant's occupational vocabulary. Additionally, the participant identifies his or her likes and dislikes, makes choices, ranks these choices, clarifies values, and begins the Arrow Decision-Making Process again by seeking information on the five job titles (s)he identifies as being of most interest.

Also using the Finder first seems to minimize the anxiety felt by some adults in taking the Self Directed Search and lessens the tendency to see only the undesirable jobs in their resultant code. This "negative selectivity" or propensity to focus on jobs they would not like to do, or are not trained to do, is lessened because they have already learned how to examine a job in terms of its components, not just its title.

Another standard procedure we use in our program is a job description form which participants are asked to complete by interviewing someone working in a job they think they may wish to pursue. The Job Description Form used in our course contains a series of standard questions regarding an occupation; e.g., educational requirements, salary, necessary skills, description of typical duties, supervision received, etc. Again the

important difference for our participants is that they are seeking this information first hand. Action is implicit in this assignment. Research must be done to locate a person to interview, and decisions made as to how to contact this person and when to interview them. The advantages of this type of research are: the reinforcement of having taken action, the perspective gained from a site visit, an assessment of the necessary skills and a potential future contact. For women who have been out of the job market, this visit provides an experience in talking to someone about a job, and in a sense, a chance to rehearse for a future job interview. It also involves using assertive skills in setting up and conducting the interview.

Values clarification is a pervasive and cumulative component of our agenda. Two of the strategies used are adapted from Simon et al. (1972) -- The "Forced Choice" exercise and the "Twenty Things You Love To Do" strategy. Here the chief difference is that the items of the "Forced Choice" parallel the codes of the "Twenty Things You Love To Do" and have implications for education-vocational planning. We use the "Forced Choice" strategy as an ice breaker and an opportunity for participants to make some decisions and begin to look at the way in which they make decisions.

Counseling Orientation

A less tangible aspect of our program that makes it appropriate for adults stems from the counseling orientation of the staff. For example, while the instructors present educational-vocational resources, participants are encouraged to do specific fact-finding for themselves. We do this not only because the instructors cannot possibly have all the

information needed by such a diverse group of clients, but also because this approach helps to develop the kind of autonomy and self-direction which is a primary goal of the Continuum Center's program.

Also contributing to this goal of self-direction is the Gestaltist approach used by the peer counselors who encourage participants to speak in terms of "I choose to" rather than "I have to." This seems to foster individual responsibility and to eliminate many of the "yes, buts" which pervaded our previous career development courses. By taking relatively small steps during the program (such as completing the Job Description Form or gathering information about a particular school program) participants eliminate some of their own roadblocks. Apparently the reinforcement of successfully taken small steps encourages people to consider and try larger steps. In a sense they have established their own track record. It is a track record resulting from the use of skills e.g., gathering and personalizing information, clarifying values, making choices, considering alternatives, and taking some action steps.

The emphasis on self-direction seems to encourage participants to set their own goals and to ask more personally relevant questions. When we ask them to write stories about themselves based on decision making strategies, we find that the stories usually illustrate a clear understanding of their individual needs and values, and generally contain appropriate action strategies. Not only do they take action steps, many participants state positive feelings about the actions taken. For example, the man who decides to stay in his present job for security reasons and take on the leadership of a youth club can see this as a way of implementing his values. The woman who decides to cut back on her volunteer

work in order to return to school or take a job is able to relate this to her long range needs and goals.

We think the success of our program derives from participants having learned a decision-making process and having a supportive milieu in which to practice it. These two essential ingredients can be duplicated with other adult populations, while the exact agenda and format of our program need not be. Depending on the institutional setting and the needs of the adult population to be served, appropriate modifications could be made. For example, we place participants in small groups because we find a supportive atmosphere is created in these small groups and because we have a number of well trained group leaders who can facilitate discussion. You might prefer to establish leaderless groups or not to include small groups and encourage open discussion in the large group.

Our groups are formed on the basis of educational level, because we have an educationally heterogeneous group and have found that problems arise when the educational levels within a group are extremely diverse. If your group is more educationally homogeneous, you may wish to group on other bases or let the participants select their own groups.

We imagine that such logistics are not the crucial issue. What seems to be important is to create an atmosphere in which it is acceptable for adults to seek help and to have some kind of a systematic approach by which counselors can deliver services to their adult clients. The agenda of the Continuum Center's Career Development Program is included as an example of one such approach.

Arrow Decision-Making Process

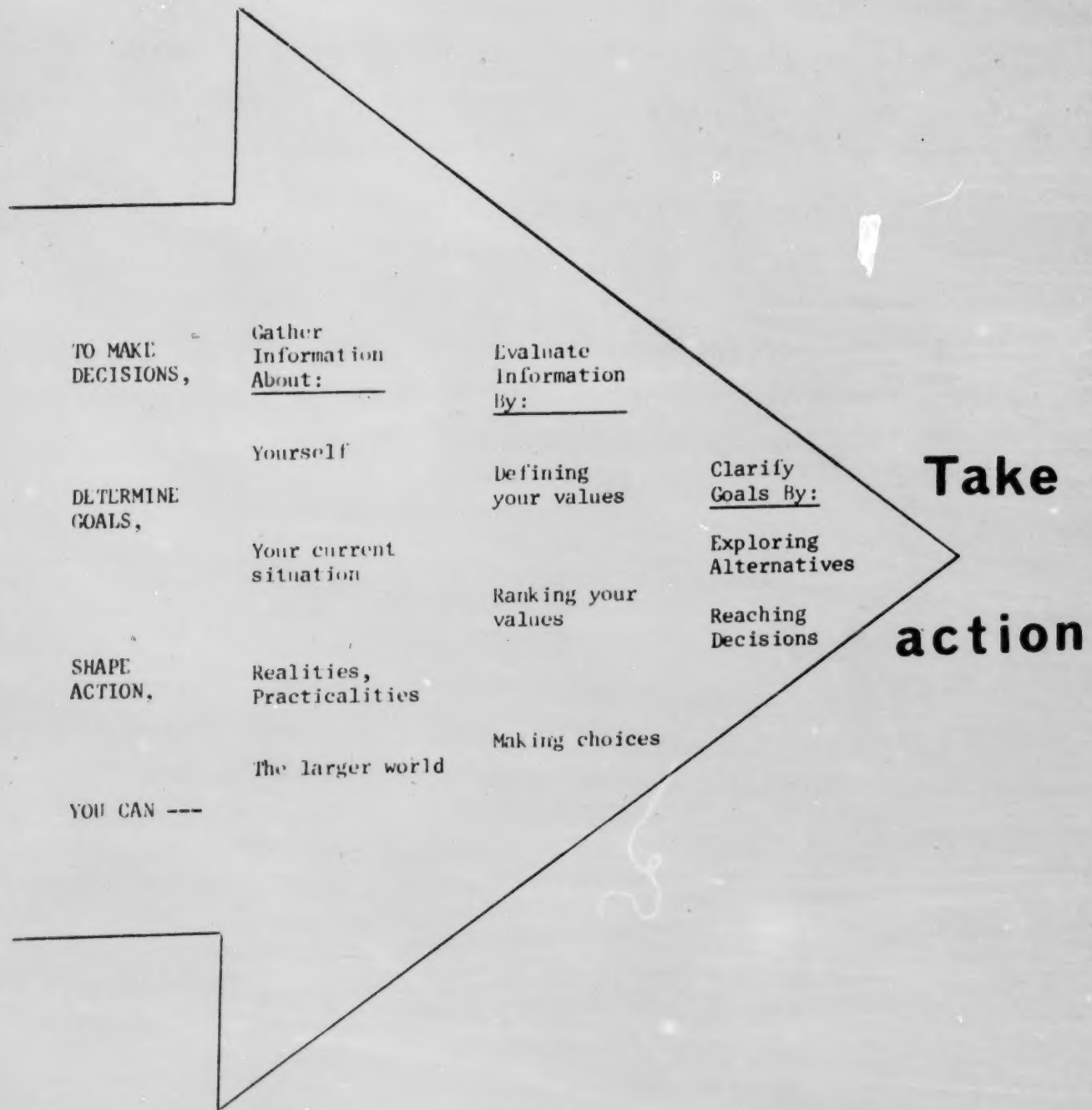


FIGURE 1

BIBLIOGRAPHY

- Friel, T. W., "Career Achievement: An Overview," Quest, Vol. VIII, No. 1, October 1974.
- Gelatt, H. B., "Decision-Making: A Conceptual Frame of Reference for Counseling," Journal of Counseling Psychology, Vol. 9, No. 3, 1962.
- Holland, J. L., The Psychology of Vocational Choice, Waltham, Massachusetts, 1966.
- Holland, J. L., The Self Directed Search: A Guide to Educational and Vocational Planning, Palo Alto, California: Consulting Psychologists Press, 1970.
- McDaniels, C., "Leisure and Career Development," address given to the Michigan Vocational Guidance Association, Ann Arbor, Michigan, 1974.
- Simon, S. B.; Howe, L. W.; and Kirschenbaum, H., Values Clarification: A Handbook of Practical Strategies for Teachers and Students, New York: Hart Publishing Co., 1972.
- Super, D., et al., Vocational Development: A Framework for Research, Career Pattern Study, Monograph 1, Bureau of Publication, Columbia University, 1957.
- Tiedman, D. V., "Decision and Vocational Development: A Paradigm for Its Implications," in D. G. Zytowski, Vocational Behavior: Readings in Theory and Research, Holt, Rinehart & Winston, Inc., 1968, pp. 129-36.
- Waters, E. B.; Fink, S. A.; Goodman, J. S.; and Parker, G. A. "Strategies for Training Adult Counselor." In Schlossberg, N. and Entine, A. (eds.) Counseling Adults. Monterey: Brooks/Cole, 1977.

CONTINUUM CENTER FOR ADULT COUNSELING AND LEADERSHIP TRAINING

Oakland University, Rochester, Michigan

SUMMARY OF AGENDA FOR CAREER DEVELOPMENT PROGRAM

The Career Development programs follow two parallel progressions. Participants learn and proceed through the arrow decision-making process, and simultaneously examine their past, present and future career development. Each session, beginning with Session II, includes a presentation of educational/vocational resources or concepts, discussion of a component of the arrow decision-making process, and small group time for applying and personalizing the activities of the large group. All page references refer to the career development workbook, Directions for Change (available from the Continuum Center For Adult Counseling and Leadership Training).

SESSION I.

Purpose: To expose participants to arrow decision-making process and to help them to begin to identify their personal decision-making style. To help them examine their educational/vocational histories, i.e., their past, for value patterns.

Activities:

- A. Welcome, explanation of the arrow decision-making process and an overview of the entire program, p. 1, - 30 minutes.
- B. Participants' goal statements - 10 minutes.
- C. Decisions worksheet, p. 2, - 20 minutes.
- D. Strong-Campbell Interest Inventory (coordinators form small groups during this time on the basis of goal statements) - 45 minutes.
- E. Forced-Choice exercise - 30 minutes.

F. Homework Assignments - 10 minutes.

1. "Your Typical Decision-Making Day," p. 3.
2. "Your Past," pp. 4-5.
3. "Learning from your Past," pp.6-7.
4. "RIASEC - Choosing Your Occupational Type," p. 8.
5. Biographical Sheets.

G. Small Group - 30 minutes.

SESSION II.

Purpose: To emphasize and explore the information component of the program. To begin to share information about the outer world and to encourage participants to analyze and share information about themselves. Defining and learning from one's own values is a part of this information. Values are tracked from past to present.

Activities:

- A. Maintenance - 15 minutes.
- B. Presentation of some basic vocational resources (options - Occupational Outlook Handbook, Catalyst Series, Occupational Viewdeck). - 15 minutes.
- C. Definition and brainstorming of values, p. 9. - 20 minutes.
- D. Homework Assignments - 10 minutes.
 1. Self-Directed Search.
 2. "Your Present," p. 12-13.
 3. "What are Your Strengths?" pp. 14-15.
 4. "Job Description," pp. 16-19, due Session IV.
 5. Continuum Center guidelines for working in groups.

- E. "Discovering Your Values," pp. 10-11, and review of forced-choice decisions - One hour.
- F. Small group - One hour.

SESSION III.

Purpose: To assist participants in discovering the reality factors which might enhance or inhibit their mid-life career changes. The focus of this session is on the present and on the "alternatives" component of the arrow-decision-making process. Participants are encouraged to develop alternative plans of action and to seek any additional pieces of information which might be needed.

Activities:

- A. Maintenance - 10 minutes.
- B. Presentation of educational/vocational resource materials (options - Dictionary of Occupational Titles, Occupational Viewdeck, Michigan Occupational Outlook Handbook, Medical Directories) - 15 minutes.
- C. Discussion of "Careers Related to Your Interests" worksheet, p. 22, - 15 minutes.
- D. Speakers or panel describing their own mid-life career changes - 50 minutes.
- E. Discussion of "Using Values in Making Decisions," pp. 24-25 - 20 minutes.
- F. Homework Assignments - 10 minutes.
 - 1. "A Profile of Your Time: How Do You Spend It? How Would You Like to Spend It?" pp. 20-21.
 - 2. "Careers Related to Your Interests," pp. 22-23.
 - 3. Begin writing "Your Own Story," p. 26.
- G. Small group - one hour.

SESSION IV.

Purpose: To enable participants to summarize and assess their progress so far. To help them review their decision-making process and facilitate a transition from present assessment to future planning.

Activities:

- A. Maintenance - 10 minutes.
- B. Present educational information (options - College Handbook, GED, CLEP, College Catalogs, description of local learning laboratory - 20 minutes.
- C. Presentation on resume writing, interviewing techniques, test taking skills, and college admissions procedures (as appropriate to particular program) - one hour.
- D. Homework Assignments - 10 minutes.
 - 1. "Financial Worksheet," p. 30.
 - 2. "Investment for Change," p. 31.
 - 3. "Evaluating a Career Possibility," pp. 32-35.
 - 4. "Your Decision," steps 1-5, p. 29.
 - 5. Optional - Additional "Job Description" forms, pp. 16-19.
- E. Small group - one hour, 45 minutes.
- F. Return to large group for SCII Profiles - 15 minutes.

SESSION V.

Purpose: To assist participants in making a transition from planning decisions to implementing action. This session concentrates on the "How-To's" of job hunting and/or returning to school, and on overcoming obstacles.

Activities:

- A. Maintenance - 10 minutes.
- B. Presentation of "How-To" books and pamphlets from Continuum Center

vocational library (options - see workbook bibliography) -
10 minutes.

- C. Answer questions about SCII profile - 15 minutes.
- D. Discuss "Take Action" and provide examples, p. 36 - 15 minutes.
- E. Present a sample educational/vocational decision, using steps 1-5, pp. 27-28 - 20 minutes.
- F. Homework Assignments - 10 minutes
 - 1. "Getting There: Paths and Obstacles," pp. 37-38.
 - 2. "Applying for Jobs: Some Practical Tips," pp. 39-45.
 - 3. Write a resume.
 - 4. Complete "Your Own Story," p. 26.
 - 5. Complete "Your Decision," p. 29.
- G. Small group - one hour

SESSION VI:

Purpose: To help participants consolidate their learnings from the program and to plan for next steps - after Session VI.

Activities:

- A. Recap of the program, including a brief review of the information - 20 minutes
- B. Outside speaker from state employment commission, employment agency or college admissions office who can outline some specific next steps - 30 minutes.
- C. Small group - one hour, 50 minutes.
- D. Return to large group for program evaluation and closing - 30 minutes.

SPECIAL INTEREST SESSIONS

CAREER DEVELOPMENT AND THE MID-LIFE ADULT

Ed Morse
Student Services Coordinator
Virginia Community College System

Introduction

The person who has spent years searching for power, or responsibility, or money may at mid-life desire to search for leisure or meaning with which to forge their future career life. One who has concentrated on finding pleasure may feel a strong need to focus on responsibility. The individual contemplating a promotion, seeking a career change, or facing retirement may need professional assistance in charting future directions and potential new career dimensions.

Ginzberg (1972), Hiestand (1971), Rogers (1973), Sheppard (1971), and others have provided theoretical and research-based support for the concepts, "mid-life redirection" and "mid-life crisis," as descriptive of many working men and women in today's modern post-industrial society. The concept of "mid-life" has for the most part been consistently identified in chronological terms by Havighurst (1964), Heistand (1971), McDaniel (1976), and Pascal et al. (1975) as a period generally from age 35 to 55.

These age constraints are necessarily arbitrary but defensible according to Pascal et al. (1975). By age 30, the vast majority have settled into lines of work they consider permanent occupations or career fields. By age 35, experience has enabled most to judge the consequences of their career choices and project the likelihood of future career expectations. The literature on adults according to Pascal et al. (1975) tended to settle on the thirties as the onset of adult maturity. The upper boundary of 55 serves to distinguish mid-career redirectors from

early retirees, who are not primarily concerned with a new and central vocation. This upper limit does not exclude some retirees that are interested in new and full-time career commitments.

Hiestand (1971) has described his rationale for 35 as a criterion age for mid-life relative to entering formal education:

One may ask why the age of thirty-five is used as the criterion for 'middle age.' For most purposes, an individual who is thirty-five years old is not quite middle-aged. Most people, however, have completed their education and have established their careers or positions in work, their homes, and their families by age thirty-five. To be sure establishment in a career or job does not always follow immediately upon completing college or graduate school. Each year, a certain number of graduates reenter school after a year or more of employment because they have decided that the field they originally selected will not provide a satisfactory career for them. Others shift their fields without having made what appears to be a firm choice of occupation by age thirty-five. There is no doubt in the minds of most college or university students that a student aged thirty-five is 'older.' Since the occupational lives of some professionals last from, say, twenty-five to sixty-five, occupational old age must start at about fifty or fifty-five. Indeed, by some definitions, anyone over forty-five is an 'older' worker. In this light, thirty-five years of age seems to be a reasonable dividing line, not young with regard to a future career and relatively old for admission as a student. (p. 11)

The mid-life years for many today seem to be a period of career reestablishment rather than just maintenance of career status quo (Pascal et al., 1975). The processes of change in our culture, the information explosion and the changing occupational structure can all contribute to a search for a new sense of establishment in life and work. This search may occur to insure maintenance in a presently held job, permit a moderate shift in one's occupational milieu or provide for major career redirection to satisfy a need for new challenges and satisfaction.

Neugarten (1970) states that mid-life, especially in the forties decade, is frequently a time of major redirection of ego cathexis from extrinsic to intrinsic concerns relative to one's career. Neugarten also observed specific differences between men and women at mid-life. Women often feel that the most conspicuous characteristic of middle age is the sense of freedom to fulfill aspirations, often those related to a career goal. The reduction in family responsibilities makes available increased time for previously unmet goals.

Men, on the other hand, perceive the onset of mid-life by cues usually outside the family context. These include heightened sensitivity to health changes and career concerns. They perceive a closer relationship between the life timetable and career development than do women. Any disparity between career expectations and achievements at mid-life may add to men's awareness of age and may reinforce their desire to examine the potential for a career change as a guard against an accelerated sensitivity to the aging process caused by job pressures or boredom.

Jordaan (1971) viewed the vocational life stage of maintenance (ages 40-65) as a period often characterized by the appearance of the mid-life crisis when a kind of "stocktaking" occurs in which individuals evaluate their achievements and find them either good or wanting. If determined good, they will not find it unduly hard to relinquish hopes of further gains and to be satisfied with enjoying and preserving past gains. If, on the other hand, they feel that what has been accomplished does not amount to very much or falls short of what they had hoped to accomplish (aspirations), they may find it difficult to accommodate to the fact that it may be too late to remedy matters. This mid-life crisis may inspire a renewed effort to explore and establish a new, more fulfilling career.

Stocktaking appears not to be limited to the maintenance stage of life. Levinson's (1970) description of the mid-life crisis in 35 to 45 year olds resembles that described by Jordaan, but goes a step further in suggesting that stocktaking can be, and often is, a very painful experience, even for those who have done fairly well for themselves in their careers. In the process of getting successfully established, essential aspects of the self may have been consciously rejected, repressed or left dormant.

Finally, Brown (cited in Hoenninger, 1974) generated a number of hypotheses about the mid-life experiences which effectively depict what the mid-life period is all about in terms of human development and careers:

1. The mid-life period for many is a time of reestablishment in one's career rather than of maintenance.
2. For others it is definitely a quest for lifestyle maintenance but that quest itself implies an arrival at mid-life which may be resisted.
3. Career decision-making in mid-life is far more complex, 'soul rendering' and fearsome than it is at the earlier (adolescent) or later (retirement) points in life. There is a sense of the shortness of time.
4. The failure to develop an adequate and effective life planning process before mid-life arrives may seriously hamper the individual's capacity to deal with the forces of mid-life.
5. Economic and social successes which are driving forces earlier in life are not as likely to be as fulfilling in mid-life.

6. The major value orientations of life are up for reshuffling in mid-life. Life and career reappraisal may raise havoc with life styles, interpersonal relationships and family life.
7. The work orientation adhered to by many in the earlier years begins to fail, if it is to fail, during the mid-life years.
8. The problems of mid-life are not as likely to be physically derived as they are to be either psychically or life milieu related, but a high percentage of those who seek vocational counseling may have significant physical problems.
9. The problems of unemployment are likely to be more significant in later mid-life than in earlier mid-life. Mobility is likely to be a greater concern in the forties, unemployment in the fifties. (pp. 18-21)

A Concept of Mid-Life Career Development

A prerequisite to a discussion of mid-life career development is a definition of career development. For the purpose of this paper, career development will generally be defined as a cognitive and experiential process over a person's lifetime involving the planning, preparation, implementation, and evaluation of one's work and leisure roles. Counseling interventions involve interactive activities designed to facilitate specific career development tasks.

The field of career development with its numerous conceptual and theoretical models has continually expanded, resulting in increased awareness of the complexities of career development as a process and the need to focus on process elements in career counseling.

An awareness of career development concerns of mid-life adults may be old problems in new bottles. Clearly a phenomena does exist and is widely supported in the current literature of the behavioral sciences Ginzburg (1972) reformulated his theory of occupational choice by stating that "I now believe that the choice process is co-extensive with a persons working life; he may reopen the issue at any time." The idea of the single lifetime occupational role-identity maintained by a single set of skills during one's work life appears to no longer hold relevance in today's society (Sheppard, 1971). Average life expectancy is higher and the social and physical technology of our environment is constantly in flux. Skill and knowledge obsolescence is occurring more rapidly in the midst of a generally constricted job market.

Entine (1977) and others have described our society as characterized by rapid technological change and cyclical movements in productivity and employment. Unemployment, as a consequence, becomes particularly serious for the mid-life worker, especially those over forty-five. The significant increase in labor force participation by older women has also added a new dimension or at least a shift in demand on career development services provided by educational institutions and other agencies.

The bottom line of this phenomena is a steadily rising demand for career counseling by mid-life adults, whose work identity is in transition. A College Entrance Examination Board (1976) study categorized career transitions as "actual" including those unemployed looking for work or those preparing for new careers, and "anticipatory" transitions inclusive of adults dissatisfied with a current job/career and considering a new career. Housewives seeking reentry into the labor force

could fit either category depending upon their individual circumstances. Much has been written regarding mid-life crises related to aging, family changes, e. g., divorce, children leaving home, death, etc., unmet social and economic needs, or noncrisis events due to emerging interests and needs.

The mid-life adult in career transition may seek educational opportunities in order to gain credentials for entry into new fields or enhance change within their present field. Most are not aware of career counseling services available in their communities and in some cases, such services may only be available from an educational institution. Information services are of particular importance, especially information dealing with jobs, careers and educational opportunities. Information acquisition and other career counseling activities are generally preferred on a one-to-one basis with an advisor, counselor or other experienced professional. Printed materials and structured courses are also effective with most adult clients.

Counseling for Mid-Life Career Development

Entine (1977) proposed a midcareer model for counseling adults. The model incorporates personal counseling techniques to deal with client economic and personal changes being experienced at mid-life, and to influence the potential for positive career development. Personal counseling can include traditional one-to-one counseling, self-awareness sessions, and crisis intervention.

The model also includes career counseling processes that identify appropriate career, work and leisure options for individuals based upon a knowledge of aptitudes, skills, motivations, experiences, interests,

and limitations. Testing, information dissemination and the identification of appropriate educational and training programs are common components of the career counseling process.

Entine goes on to explain that mid-life counseling needs may result from either internal or external change, or both, and that the changes include serious illness, divorce, death, children leaving home, labor force reentry, and a voluntary career change. External factors include unemployment, work dissatisfaction, job obsolescence, promotion, etc. Discrimination may also be a factor bearing upon career changes, especially for women and minorities.

Waters and Goodman (1977) advocate that basic component of counseling for adult career development is self-exploration and assessment as a central part of career decision making. They support the thesis that career decisions involve the implementation of an individual self concept into a career choice. Career counseling would incorporate the process of teaching adults how to identify and personalize information supportive of the decision-making process in the context of self-assessment and self-concept development.

Waters and Goodman developed a decision-making paradigm which tracks the processes involved in career planning. The main premise of the paradigm states that in order to make decisions, develop goals, and plan action, an adult must gather information about self, current situations, and the realities and practicalities of their life in the world of work. This information is then evaluated by defining values, ranking them and making choices relative to work and leisure. Goals are then implemented by a plan of action. This process is cyclical and may be used frequently in reaching decisions.

Miles (1977) described the process of facilitating career development of mid-life women and minorities, by stating that counselors will need to take into account past and present discrimination relative to career choice, the potential financial implications of a career change, lack of self confidence and home career conflicts especially for re-entry housewives.

The career history and socioeconomic background of mid-life adults can also affect counseling strategies. A College Entrance Examination Board study (1977) showed that adults employed at semi-skilled and unskilled jobs are primarily motivated to seek change for financial reasons, although interesting work and advancement potential are considerations. This adult group expresses a high need for information to expand their knowledge of available jobs and career options. They frequently seek educational programs that will improve their specific job skills. They may resist assistance with job-finding skills and help with personal, family, or job problems.

Therefore, the counselor of adults must be sensitive to the client's needs, expectations, and attitudes about specific types of assistance and the technique(s) used to render assistance. A counseling program should be designed to allow individuals to explore the options open to them in light of their own requirements and emotional reactions to the career changes they are planning to make. A career change must be viewed through an interaction of a self and environmental factors.

For those mid-life clients seeking a second career, there is no sure and certain avenue to that goal. The route to a new occupation, to a different way of living and working, is not clearly charted. Some people make a careful assessment of themselves, the advantages and

disadvantages of their careers, and then make an affirmative decision to change. Some fall into second careers; some are pushed into them, and some are pulled into them. The risks are great and the hurdles high. Some live to regret their change, but others go on to a fulfillment and discovery of true identity.

Counselor Readiness for the Mid-Life Client

The majority of counselors in educational settings are accustomed by virtue of training and experience to work with the traditional younger student of age eighteen to the low or mid twenties. The counseling profession has historically concentrated on dealing with personal, rather than economic variables. However, the increasing enrollment of older adults in postsecondary education with counseling needs frequently related to career decisions will require that counselors become more skilled and knowledgeable in understanding labor market data, training options, and job market statistics. National, state, and local economic conditions must also be understood and appraised.

Mid-life clients will expect specific and accurate information to assist them in making important decisions about the direction of their careers. Counselors will need to be increasingly sensitive to the local community as a means for facilitating the identification and utilization of resources crucial to a successful career transition.

Finally, counselors must be aware of the role their own values and attitudes play in the counseling relationship. Age-related stereotypes are common in our society and affect even counselors. Counselors must couple a current understanding of adult development in modern society with a demonstrated openness and bias free approach to aiding

the mid-life adult in identifying their options and developing goals and strategies for career and personal growth.

REFERENCES

- College Entrance Examination Board. Career Transitions: The Demand for Counseling. New York: CEEB and Policy Studies in Education, 1976.
- Entine, A. D. Counseling for mid-life and beyond. The Vocational Guidance Quarterly, 1977, 25, 332-336.
- Ginzberg, E. Toward a theory of occupational choice: a restatement. Vocational Guidance Quarterly, 1972, 20, 1969-76.
- Havinghurst, R. J. Developmental tasks and education, 3rd edition, New York: David McKay Company, Inc., 1964.
- Hiestand, D. Changing careers after 35. New York: Columbia University Press, 1971.
- Hoenninger, R. New careers for mid-life: may we help you? Paper presented for the National Vocational Guidance Association, 1974.
- Jordaan, J. Life stages as organizing modes of career development. Vocational maturity: the construct, its measurement and its validity. A paper presented at the International Congress of Applied Psychology, Liege, Belgium, July 1971, 148.
- Levinson, D. J. A psychosocial study of the male mid-life decade. In Roff, M. and D. R. Ricks (Eds.), Life history research in psychopathology. Minneapolis, Minnesota: University of Minnesota Press, 1970.
- McDaniels, C. O. A rationale. In Carl McDaniels (Eds.), Leisure and career development at mid-life. Blacksburg, Virginia: VPI&SU, 1976.
- Miles, L. Implications for women and minorities (career development). The Vocational Guidance Quarterly, 1977, 25, 356-363.
- Pascal, A. H. Mid-life redirection of careers: introduction. In A. H. Pascal, et al. (Eds.), An evaluation of policy related research on programs for mid-life career redirection. Santa Monica, California: The Rand Corporation, 1975, 6-7.
- Rogers, C. The mid-career crisis. The Saturday Review Society, 1973, 2, 37-38.

Sheppard, H. L. The emerging pattern of second careers. Vocational Guidance Quarterly, 1971, 20 89-96.

Waters, E. & Goodman, J. Career counseling for adults: why, when, where, how. The Vocational Guidance Quarterly, 1977, 25, 337-343.

SELECTED BIBLIOGRAPHY

Bell, D. In Pascal, A. H., Bell, D., Dougharty, L. A., et al. An evaluation of policy related research on programs for mid-life redirection. Santa Monica, California: The Rand Corporation, 1975.

Bischof, L. J. Adult psychology (2nd ed.). New York: Harper & Row, Publishers, 1976.

Blai, B., Jr. Job satisfaction and work values for women. Journal of the NAWDAC, 1974, 37, 151-157.

Bocknek, G. Developmental approach to counseling adults. The Counseling Psychologist, 1976, 6, 37-40. NOTE: Entire issue of journal deals with counseling adults.

Brim, O. G., Jr. Theories of the male mid-life crisis. The Counseling Psychologist, 1976, 6, 2-8.

Carnegie Commission on Higher Education. Toward a learning society. New York: McGraw-Hill Company, 1973.

Conner, S. R. The middle years - dimensions and dilemmas. In A. Entine (Ed.), Americans in middle years: career options and educational opportunities. Los Angeles: The Ethel Percy Andrus Gerontology Center, 1974.

Dubin, S. S. Updating and mid/career development and change. Vocational Guidance Quarterly, 1974, 23, 152-157.

Elliot, J. M. & Mantz, C. M. The mature woman in the community college. Community and Junior College Journal, 1976, 4, 35-41.

Entine, A. D. The mid-career counseling process. Industrial Gerontology, Spring, 1976, 105-111.

Ferree, M. The Confused American housewife. Psychology Today, 1976, 10, 76-80.

Ginzberg, E. Toward a theory of occupational choice: a restatement. Vocational Guidance Quarterly, 1972, 20, 169-76.

Goodman, J. S., Walworth, S.A.; & Waters, E. B. Down with the maintenance stage: career development for adults. Impact, 1975, 3, 44-51.

Gould, R. L. The phases of adult life: a study in developmental psychology. The American Journal of Psychiatry, 1972, 129, 33-43.

- Hansen, L. S. The career development process for women: current views and programs. New Dimensions in the Career Development of Women (Conference Proceedings). Virginia Polytechnic Institute & State University, March 1974.
- Havighurst, R. J. Developmental tasks and education, 3rd edition, New York: David McKay Company, Inc., 1964.
- Hiestand, D. Changing careers after 35. New York: Columbia University Press, 1971.
- Hodgkinson, H. L. Adult development: Implications for faculty and administrators. Educational Record, 1974, 55, 263-274.
- Hoenninger, R. New careers for mid-life: may we help you? Paper presented for the National Vocational Guidance Association, 1974.
- Ivey, A. E. Interests and work values. Vocational Guidance Quarterly, 1963, 11, 121-124.
- Jackard, C. R., Jr. Adult counselors and counselors in the community college. Adult Leadership, 1973, 21, 281-282.
- Jordaan, J. Life stages as organizing modes of career development. Vocational maturity: the construct, its measurement and its validity. A paper presented at the International Congress of Applied Psychology, Liege, Belgium, July 1971, 148.
- Kinn, J. M. Unemployed and mid-career change: a blueprint for today and tomorrow. Industrial Gerontology, Winter 1973.
- Knox, A. B. Adult development and learning. San Francisco: Jossey-Bass, 1977.
- LeShan, E. J. The wonderful crisis of middle age. New York: David McKay Company, Inc., 1973.
- Levinson, D. J. A psychosocial study of the male mid-life decade. In Roff, M. and D. R. Ricks (Eds.), Life history research in psychopathology. Minneapolis Minnesota: University of Minnesota Press, 1970.
- _____, Darrow, C. M., Klein, E. B., et al. Periods in the adult development of men - ages 18 to 45. The Counseling Psychologist, 1975, 6, 21-25.
- Lowenthal, M. F., Thurnher, M., & Chiriboga, D. Four stages of life. San Francisco, California: Jossey-Bass Publishers, 1975.
- McDaniels, C. O. A rationale. In Carl McDaniels (Ed.), Leisure and career development at mid-life. Blacksburg, Virginia: VPI&SU, 1976.

- Neugarten, B. L. Personality changes during the adult years. In R. G. Kuhlen (Ed.), Psychological backgrounds of adult education. Syracuse, New York: Publications in Continuing Education, 1970.
- _____, Moore, J. & Lower, J. Age norms, age constraints and adult socialization. American Journal of Sociology, 1975, 70, 710-717.
- Newman, B. M., & Newman, P. R. Development through life: A psychosocial approach. Homewood, Illinois: The Dorsey Press, 1975.
- Pascal, A. H. Mid-life redirection of careers: introduction. In A. H. Pascal, et al. (Eds.), An evaluation of policy related research on programs for mid-life career redirection. Santa Monica, California: The Rand Corporation, 1975, 6-7.
- Porter, L. Adults have special counseling needs. Adult Leadership, 1970, 18, 275-276.
- Ramey, E. cited by L. C. Pogrebin. The working woman. The Ladies' Home Journal, 1974, 91, 38, 40.
- Roach, R. M. Honey, won't you please stay home. The Personnel and Guidance Journal, 1976, 55, 86-89.
- Rogers, C. The mid-career crisis. The Saturday Review Society, 1973, 2, 37-38.
- Saben, S. Occupational mobility of employed workers. Monthly Labor Review, 1967, 31-38.
- Sarason, B., Sarason, K. & Cowden, P. Aging and the nature of work. American Psychologist, 1975, 30, 584-592.
- Schlossberg, N. Career development in adults. American Vocational Journal, 1975, 50, 38-41.
- _____. The case for counseling adults. The Counseling Psychologist, 1976, 6, 33-36.
- Schwartz, F. N. In A. Entine (ED.), Americans in middle years: career options and educational opportunities. Los Angeles, California: The Ethel Percy Andrus Gerontology Center, 1974.
- Sheehy, G. Passages. New York: E. P. Dutton & Co., 1974.
- Sheppard, H. L. The emerging pattern of second careers. Vocational Guidance Quarterly, 1971, 20, 89-96.
- Special Task Force to Secretary of HEW. Work in America. Cambridge, Massachusetts: MIT Press, 1973.
- Super, D. E. The psychology of careers. New York: Harper and Row, 1957.

- Troll, L. E. & Nowak, C. How old are you? - the question of age bias in the counseling of adults. The Counseling Psychologist, 1976, 6, 41-44.
- _____ & Schlossberg, N. How age biased are college counselors? Industrial Gerontology, Summer 1971, 14-20.
- Waters, E. B. Career guidance and women, in Walz, G. R., Smith, R. L. & Benjamin, L. (Eds.) A Comprehensive View of Career Development. Washington: American Personnel and Guidance Association Press, 1974.
- Williams, G. D., Lindsay, C. A., Burns, M. A., Wyckoff, J. H. & Wall, H. W. Urgency and types of adult counseling needs among continuing education students. Journal of College Student Personnel, 1973, 14, 501-506.
- Yeager, J. C. & McMahon, J. E. Adult career planning: a needed solution. Journal of College Placement, 1974, Spring, 36-42.
- Young, A. M. Going back to school at 35. Monthly Labor Review, October 1973, 39-42.
- Zahn, J. C. Differences between adults and youth affecting learning. Adult Education, 1967, 17, 67-77.

CAREER DEVELOPMENT FOR HANDICAPPED ADULTS

Wendell L. Coleman
Operations Supervisor of Vocational Training
Department of Vocational Rehabilitation
Woodrow Wilson Rehabilitation Center

The Virginia Department of Vocational Rehabilitation operates the Woodrow Wilson Rehabilitation Center which was established in November, 1947, as the first State owned and operated comprehensive rehabilitation center in the nation. Woodrow Wilson Rehabilitation Center has served as a model for many other rehabilitation facilities. An entirely new complex of six permanent buildings was authorized by the Virginia General Assembly and construction began in 1962. The last building was completed in 1975.

With the building program completed, the Center accommodates 548 resident students, 76 of whom can be housed in the medical unit which is licensed by the Virginia Department of Health as a Special Hospital. An average of 65 day students is maintained throughout the year, with a total average daily enrollment of 500. The staff numbers approximately 360.

As a facility of the Virginia Department of Vocational Rehabilitation, WWRC's primary goal has remained unchanged; it provides comprehensive rehabilitation services which are designed to prepare severely disabled individuals for gainful employment. These services are structured in such a way as to provide individualized programs geared to meet the specific needs of each person. WWRC provides a combination of medical, psychological, social, recreational, counseling, vocational evaluation, and training services to the disabled students enrolled.

The Evaluation Unit assists the disabled student in planning a vocational future. Various techniques are utilized in the total evaluation of psychological, medical, geographical, educational, vocational, and other factors which have an impact on the individual's employability. Standard work tryouts are offered and an exploration laboratory is available for severely disabled students, as well as those desiring an evaluation in an area not included in the work tryouts.

The Vocational Training Department offers training in 19 different vocational areas. These are: Auto Body Repairman*, Auto Mechanics*, Auto Servicing, Business Education, Custodial/Janitorial*, Drafting, Electronics Assembly, Electrician's Helper, Food Service*, Furniture Refinishing*, Health and Domestic Related Occupations*, Small Gasoline Engine*, Stock Clerk, Upholstery*, Welding*, and Woodworking*. Supplemental programs are offered to further enhance the student's overall employability. These include: Driver Education and Traffic Safety, Information for Occupational Success, Academic Education, and the Student Internship Program.

As a result of funding through the Special Education Grant (89-313) awarded to WWRC, a special effort is under way in developing specific instructional packages which include reading and math skills necessary to be employable in specific vocational areas mentioned above. Packages have already been developed in those marked above with an asterisk and the others are still in developmental stages. This approach to teaching reading and math skills has been extremely well received by all of the students particularly the older population. For more information regarding these instructional packages, contact Mrs. Josie Wood,

Curriculum & Instruction Supervisor, Box 81, WWRC, Fishersville, Virginia, 22939, or call area code 703-885-7281, ext. 209.

The Woodrow Wilson Rehabilitation Center continues to be a leader in the business of preparing handicapped adults for their place as a contributing member of society. It is important to remember that adults differ from young people and that this fact has many implications for training programs. A great deal of research and information is available for those who are involved in training adults. No attempt will be made to summarize all of the research and to provide the findings, but rather to excerpt the essential points to keep in mind when establishing a training program for adults.

Adults will differ from youth in learning in at least four (4) ways:

1. Adults have more experience simply because they have lived longer.
2. The adult not only has more experience but also his experience is of a different quality. Adults have experience in such things as marriage, divorce, job difficulties and career problems, and a variety of other kinds of adjustments to life.
3. The adult is very much oriented toward his immediate needs and application of his learning. The adult is what we call "problem centered" rather than "subject centered." He wants to know how he can apply this information to his immediate problems.
4. Perhaps the most important way in which the adult differs is the manner in which he comes into and perceives his role as a learner situation. The adult does not want to be treated as a child and will demand treatment which recognizes him as an adult. The adult has a desire to be self-directive and autonomous whereas the youngster wants to be dependent upon the teacher.

The above concepts of adults have implications which must be kept in mind when designing a training program. These can be summarized

by suggesting 10 principles to be kept in mind when training adults:

1. Adults can diagnose their own needs. Good trainers of adults are skillful in creating a non-threatening climate in which the participants discover themselves and what they need to know.
2. Adults must want to learn. The adult must have a "felt need" on his part that learning is required. He must have internalized the concept that there is a gap between where he wants to be and where he presently is in the way of knowledge, skill or attitude.
3. Adults will learn only what they feel the need to learn. In order for an adult to learn he must feel very strongly that this will help him in some way, usually with a problem of an immediate nature.
4. Adults have different "developmental tasks" than youth. The sequence of learnings should be strongly influenced by those things which are necessary for the adult to advance from one (1) phase of development to another.
5. Adults learn by doing. Although this is not a new concept, it is nonetheless disregarded in a great many training and teaching situations. Effective learning does not take place by having someone talk concepts in a lecture - transmitting process, etc. An adult must participate in the learning process - even in the establishment of instructional objectives and their evaluation.
6. Adult learning centers on problems, and the problems must be realistic. An adult lives in a realistic world and he wants his training to relate positively to that reality.
7. Experience affects adult learning. Learning can be interpreted as a process of association with past experiences.
8. Adults learn best in an informal environment. The physical and emotional environment should be one characterized by relaxation. As a rule of thumb, the more participation on the part of the adult the better.
9. A variety of methods and techniques should be used in teaching adults. Do not stay with the lecture techniques. Use speakers, field trips to business and/or industry, films, etc.
10. Adults can evaluate their own progress toward learning goals. Adults want guidance, not grades. An adult enjoys being placed in competition - but with himself.

During the spring of 1973, the Woodrow Wilson Rehabilitation Center was approached by the IBM Corporation about the possibility of training severely disabled adults as computer programmers. By September, 1973, WWRC had established the first program of this sort anywhere in the nation and most of the above principles and concepts of adult learning were incorporated into this program and others to follow. In addition to training of severely disabled adults, WWRC has also taken on recruitment and placement functions. At this time, I would like to share a film developed by the IBM Corporation entitled, "A No Risk Situation" which puts in picture a composite of most of the preceding comments. (The film is available on a free loan basis by contacting Mrs. Marianne Cashatt, Director of Special Services, WWRC, Fishersville, Virginia, 22939, or call 703-885-7281, ext. 321.)

Attached you will find a partial listing of vocational training schools and other facilities within the state that have programs for handicapped adults. I have specifically provided a list of facilities specially designed to handle the deaf and blind. Also, you will find a listing of the approved training schools and other facilities used by the Department of Vocational Rehabilitation for other handicapped adults.

Southwestern Virginia

Phones

Highland Mental Health Center
Valley Street, Abingdon, Virginia

703/628-9504

Bristol Regional Mental Health Center
Midway Street, Bristol, Tennessee

615/968-1561

Bristol Sheltered Workshop
400 Commonwealth Ave., Bristol, Virginia

703/466-8044

Virginia Cooperative Extension Service
District Office, ATTN: Mary Harris
150 W. Main Street, Abingdon, Virginia

703/628-6033

Northern Virginia

Northern Virginia Community College
3001 N. Beauregard St., Alexandria, Virginia

703/323-4333

George Mason University
4400 University Drive, Fairfax, Virginia
ATTN: Lewis Jones, Assistant to Vice President of
Academic Affairs

703/979-6220

Arlington Technical Career Center
816 S. Walter Reed Drive, Arlington, Virginia

703/265-9500

Student Antioch School of Law
1624 Crescent Place, NW., Washington, D. C.

202/265-9500

Lacaze-Gardner School
7202 Arlington Blvd., Falls Church, Virginia

703/560-4200

National Business School
3108 Mt. Vernon Ave., Alexandria, Virginia

703/683-6554

Eastern Virginia

Old Dominion College
Hampton Boulevard, Norfolk, Virginia

804/489-6000

Kee's Business College
1510 Norview Ave., Norfolk, Virginia

804/855-3311

Tidewater Community College,
Virginia Beach Campus, 1700 College Crescent
Virginia Beach, Virginia

804/427-3070

Norfolk Public Schools Skills Center
1830 Lindsay Ave., Norfolk, Virginia

804/441/2665

Eastern Virginia Cont'd.

Thomas Nelson Community College
P. O. Box 9407, Hampton, Virginia 804/826-4800

Christopher Newport College,
Newport News, Virginia 804/599-7000

Sarah Bonwell Hudgins Regional Center
51 Battle Rd., P. O. Box 7394, Hampton, Virginia 804/253-4817

Eastern State Hospital
P. O. Box H-T, Williamsburg, Virginia 804/253/4817

Middleground Halfway House
Ironbound Rd., P. O. Box H-5, Williamsburg, Virginia 804/229-8603

Opportunity House
92-32nd Street, Newport News, Virginia 804/245-9017

Roanoke Area

Virginia Western Community College
3095 Colonial Ave., SW, Roanoke, Virginia 703/982-7201

Tucker Mountain Workshop, Troutville, Virginia 703/992-3614

Hudson House
Woodrow Street, Lynchburg, Virginia 804/746-3030

Center for Human Development
3308 Shenandoah Ave., NW, Roanoke, Virginia 703/342-6719

Richmond Area

Cordett Industries, 311 Bainbridge St., Richmond, Va. 804/233-1145

J. Sargeant Reynolds Community College
208 E. Grace St., Richmond, Virginia 804/786-6249

Facilities operated by the Virginia Commission for the Visually Handicapped are:

Virginia Rehabilitation Center for the Blind
401 Azalea Avenue, Richmond, Virginia 23227

provides vocational evaluation and personal adjustment training

Virginia Industries for the Blind at Charlottesville
1102 Montecello Road, Charlottesville, Virginia 22902

provides vocational evaluation and work adjustment; also provides employment as openings occur in the workshop

Virginia Industries for the Blind at Richmond
1535 High Street, Richmond, Virginia 23220

provides vocational evaluation and work adjustment; also provides employment as openings occur in the workshop

Business Enterprises for the Blind
3003 Parkwood Avenue, Richmond, Virginia 23221

develops small business opportunities for the blind in vending stands and snack bars; provides evaluation, training, and placement for these operations.

District Offices
for the Blind

VCVH
City Bank & Trust Building
206 North Washington Street
Alexandria, Virginia 22314

VCVH
111 Commonwealth Avenue
Bristol, Virginia 24201
Telephone - (703) 669-0114

VCVH
Hampton School Unit
P. O. Box 18
Hampton, Virginia 23361
Telephone - (804) 244-4625

VCVH
1230 Maritime Tower
234 Monticello Avenue
Norfolk, Virginia 23506
Telephone - (804) 622-2900

VCVH
Suite 376 & 381
Seaboard Costline Building
3600 West Broad Street
Richmond, Virginia 23230
Telephone - (804) 786-7551

VCVH
416 West Campbell Avenue, S.W.
Roanoke, Virginia 24016
Telephone - (703) 982-7122

VCVH
332 West Main Street
P. O. Box 1139
Waynesboro, Virginia 22980
Telephone - (703) 942-6178

* Vocational Training Facilities
for the Blind

Adult Activity Center Arlington, Virginia	Flynn Christian Fellowship Portsmouth, Virginia
Alcoholism Residential Multi-Lodge Roanoke, Virginia	FORE Enterprises, Inc. Remington, Virginia
Alexandria Workshop Alexandria, Virginia	Fred T. Hatcher Activity Center Danville, Virginia
Altavista Sheltered Workshop Altavista, Virginia	Friendship Industries, Harrisonburg, Virginia
Arlington Mental Health Center Arlington, Virginia	Goodwill Industries of Greater Va. Roanoke, Virginia
Central Virginia Mental Health Services Lynchburg, Virginia	Goodwill Industries of Tennessee Gate City, Virginia
Challenge, Inc. Dumfries, Virginia	Greensville-Emporia ARC Work Activity Center Emporia, Virginia
Chesterfield County Occupational Center Richmond, Virginia	Halfway Housing, Inc. Staunton, Virginia
Civitan Workshop Richmond, Virginia	Industrial Learning Corporation of Virginia Roanoke, Virginia
Community Opportunity Shop Williamsburg, Virginia	Keystone Center McLean, Virginia
Cordet Foundation Richmond, Virginia	Lewis B. Puller Vocational Center, Saluda, Virginia
Danville Goodwill Industries Danville, Virginia	MARC Workshop Martinsville, Virginia
Development Activity Center Richmond, Virginia	Middleground Williamsburg, Virginia
Eastern Shore Vocational Center Exmore, Virginia	Mount Rogers Virginia House Galax, Virginia
F1 Every Citizen Has An Opportunity, Inc. Leesburg, Virginia	Mount Rogers Sheltered Workshop Marion, Virginia
Fairfax Opportunities Unlimited Fairfax, Virginia	

Nestle Brooke
Roanoke, Virginia

New River Valley Workshop, Inc.
Radford and Narrows, Virginia

Norfolk Goodwill Industries, Inc.
Norfolk, Virginia

Northern Virginia Mental Health
Association, Arlington, Virginia

Northwestern Workshop, Inc.
Winchester, Virginia

Oak Meadow Nursing & Restorative
Care Facility, Alexandria, Virginia

Opportunity House
Newport News, Virginia

PARC Workshop
Stuart, Virginia

Rappahannock-Rapidan Day Treatment Program
Orange, Virginia

Rappahannock Rehabilitation Facility
Fredericksburg, Virginia

Richmond After-Care, Inc.
Richmond, Virginia

Richmond Area Vocational Evaluation Center
Richmond, Virginia

Richmond Goodwill Industries, Inc.
Richmond, Virginia

Roanoke Rehabilitation & Industrial
Center, Roanoke, Virginia

Rockington-Harrisonburg Halfway House, Inc.
Harrisonburg, Virginia

Sara B. Hudgins Regional Center
Hampton Virginia

Sheltered Enterprises of Alexandria, Inc.
Alexandria, Virginia

Sheltered Occupational Center
of Northern Virginia
Arlington, Virginia

Shenandoah County Sheltered
Workshop
New Market, Virginia

Shenandoah Lodge
Harrisonburg, Virginia

Sheltered Workshop of Bedford
Bedford, Virginia

Sheltered Workshop
Lynchburg, Virginia

Southfax Sheltered Workshop
South Boston, Virginia

Southside Sheltered Workshop
Petersburg, Virginia

Step-Up (Didlake School)
Manassas, Virginia

The Social Center
Falls Church, Virginia

Tidewater Occupational Center
Suffolk, Virginia

Tidewater Rehabilitation Institute
Norfolk, Virginia

Tidewater Vocational Center, Inc.
Norfolk, Virginia

Tidewater Vocational Center, Inc.
Portsmouth, Virginia

Tinker Mount Workshop
Troutville, Virginia

Transition House
Norfolk, Virginia

Valley Workshops, Inc.
Buena Vista, Virginia

Valley Workshop, Inc.
Covington, Virginia

Valley Workshop, Inc.
Craigsville, Virginia

Willow Oak Farm
Cartersville, Virginia

Valley Workshops, Inc.
Staunton, Virginia

Valley Workshop, Inc.
Waynesboro, Virginia

Willow Oaks Learning Foundation
Hampton, Virginia

Waddell Rehabilitation Center
Galax, Virginia

Workshop V. Inc.
Charlottesville, Virginia

O U T O F S T A T E

Taxpayer Service Representative Program at Arkansas Enterprises For
The Blind, Little Rock, Arkansas and

Vocational Adjustment Clinic, Washington, D. C.

* In addition to the above facilities, we also used various colleges,
universities, business schools, technical schools and trade schools
throughout the state of Virginia to provide training for careers for
the visually handicapped.

JOBS BEING PERFORMED BY THE VISUALLY HANDICAPPED IN VIRGINIA

- | | |
|---|---|
| 1. Administrator, State and Federal | 49. Flagman, construction |
| 2. Apple picker | 50. Folder, hosiery mill |
| 3. Auto parts dealer | 51. Food concession manager |
| 4. Automatic transmission rebuilder | 52. Food service attendant
hospital |
| 5. Babysitter | 53. Furniture repairing
and refinishing |
| 6. Baker's helper | 54. Glue machine operator
furniture factory |
| 7. Barber | 55. Gluer, furniture factory |
| 8. Beautician | 56. Grill man, restaurant |
| 9. Bellboy, hotel | 57. Grocery clerk and bagger |
| 10. Boarding house operator | 58. Grounds keeper |
| 11. Book binder | 59. Guidance counselor |
| 12. Bookkeeper | 60. Handicrafts, self-employed |
| 13. Braille proofreader | 61. Hassock stuffer |
| 14. Bricklayer, construction site | 62. Hat finishers |
| 15. Bricklayer's helper | 63. Homemaker |
| 16. Bundler, paper and box factories | 64. Housekeeper aide, hospital |
| 17. Cabinet maker | 65. Janitor |
| 18. Car washer | 66. Junk dealer, self-employed |
| 19. Carpenter | 67. Kitchen helper, restaurant |
| 20. Cashier | 68. Kitchen worker |
| 21. Cattleman, self-employed | 69. Laborer |
| 22. Central supply worker, hospital | 70. Landlady, boarding house,
self-employed |
| 23. Chair caning, home | 71. Landlord |
| 24. Chair carver | 72. Laundromat operator |
| 25. Chicken cleaner, poultry factory | 73. Laundry worker |
| 26. Chicken hatchery operator | 74. Lawn mower repairman |
| 27. Clerk typist | 75. Lawyer |
| 28. Clothes marker, woman's apparel store | 76. Lumberman |
| 29. College professor | 77. Machinist |
| 30. Compositor, for printer | 78. Maid, general and hotel |
| 31. Computer programmer | 79. Mail sorter, large company
order room |
| 32. Construction worker | 80. Masseur |
| 33. Cook, restaurant | 81. Masseuse |
| 34. Counter girl, restaurant | 82. Materials handler, furniture
factory and corrugated
container factory |
| 35. Court reporter | 83. Mathematician |
| 36. Dark room developer | 84. Mattress refinisher |
| 37. Dictaphone typist | 85. Mattress worker, state
mental hospital |
| 38. Dishwasher | 86. Mechanic, auto and
motorcycle |
| 39. Dishwashing machine operator | 87. Medical transcriptionist |
| 40. Domestic housekeeper | |
| 41. Editorial writer, U. S. Department of Ed. | |
| 42. Electronic switch parts assembler | |
| 43. Engineer, Chemical and Electronics | |
| 44. Entertainers | |
| 45. Factory worker, assembly line | |
| 46. Farmer, self-employed | |
| 47. Farming, general, laborer, and tenant | |
| 48. Film stripper | |

88. Messenger, hospital
89. Meter repairman
90. Mimeograph business, self-employed
91. Minister
92. Moulding machine operator
93. Movie projectionist
94. Musician
95. News reporter
96. Night watchman
97. Nurse, LPN
98. Nurse's Aide
99. Office machine repairman
100. Orderly, hospital
101. Packer, garment factory
102. Painter
103. Parts cleaner and inspector
104. PBX Switchboard Operator
105. Piano technician
106. Planning mill worker
107. Plasterer
108. Plumber's helper
109. Poets
110. Police dispatcher
111. Porter
112. Poultry farmer
113. Presser, laundry
114. Psychiatrist, hospital and private practice
115. Psychologist
116. Punch press operator
117. Radio announcer
118. Radio engineer
119. Radio and television repairman
120. Receptionist
121. Rehabilitation counselor
122. Rehabilitation teacher
123. Retail store manager
124. Sales clerk
125. Salesman, sound equipment, self-employed
126. Salesman, aquariums, business services, electrical appliance, insurance, real estate, shoe, and stock & bonds
127. Sander, furniture factory and picture frames
128. Sawmill worker
129. School principal, elementary
130. Secretary
131. Service station attendant
132. Sewers and hemmers
133. Sheltered workshop employee, broom worker and mattress worker
134. Small engine rebuilder
135. Small machine repairman, self-employed
136. Social worker
137. Soil conservationists, State and Federal
138. Stenographer
139. Storekeeper
140. Street vendor (ice cream cart)
141. Tailer at cardboard cutting machine, box factory
142. Taping machine operator, box factory
143. Tax representative
144. Teacher elementary & secondary schools
145. Telephone answering service
146. Telephone order clerk
147. Telephone solicitor
148. Transformer assembler
149. Transportation attendant, hospital
150. Unpaid family worker
151. Upholsterer, self-employed
152. Vending stand helper
153. Vending stand operator
154. Vivarium worker, hospital
155. Waiter, restaurant
156. Washing machine operator, laundry
157. Wood business self-employed
158. Writer
159. X-Ray technicians

FACILITIES

REGION I

Alleghany Highlands Work Center, Inc.
102 West Beech Street
Covington, VA 24426

Altavista, Sheltered Workshop of
521 Broad Street
Altavista, VA 24517

Bedford, Sheltered Workshop of, Inc.
414 Jackson Street
Bedford, VA 24523

Bristol Sheltered Workshop, Inc.
400 Commonwealth Avenue
Bristol, VA 24201

Center for Human Development
(Roanoke Area Association for
Retarded Citizens)
3308 Shenandoah Avenue, N. W.
Roanoke, VA 24017

Central Virginia Mental Health Services
P. O. Box 2346
1010 Miller Park Square
Lynchburg, VA 24501

Clinch Valley Sheltered Workshop
P. O. Box 7
Cedar Bluff, VA 24609

Cumberland Training Center, Inc.
Box 309
Clintwood, VA 24228

Danville, Goodwill Industries of (Inc.)
304 North Main Street
Danville, VA 24541

Franklin County Sheltered Workshop, Inc.
College Street, N. W.
Rocky Mount, VA 24151

Goodwill Industries of Greater Virginia
3125 Salem Turnpike, N. W.
Roanoke, VA 24017

Goodwill Industries of Tennessee, Inc.
115 West Jackson Street
Gate City, VA 24251

Hatcher, Fred T., Work Activity Center
(Danville-Pittsylvania Association
for Retarded Citizens)
625 Shelton Street
Danville, VA 24541

Lynchburg, Sheltered Workshop of, Inc.
P. O. Box 2452
Lynchburg, VA 24501

MARC Workshop
1005 Jordan Street
Martinsville, VA 24117

Mount Rogers Sheltered Workshop
(Mount Rogers Community MH/MR
Services Board)
Smyth Center, 225 Look Avenue
Marion, VA 24354

Mount Rogers Virginia House
(Mount Rogers Community MH/MR
Services Board)
P. O. Box 1036
Galax, VA 24333

Nestle Brooke
2417 Salem Turnpike, N. W.
Roanoke, VA 24017

New River Valley Workshop, Inc.
Route 1, Box 105
Radford, VA 24141

New River Valley Workshop, Inc.
(Branch Workshop)
Mary Street, P. O. Box 365
Narrows, VA 24124

PARC Workshop, Inc.
P. O. Box 49
Stuart, VA 24171

Southfax Sheltered Workshop
1503 Seymour Drive, P. O. Box 296
South Boston, VA 24592

Tinker Mountain Workshop
Route #2, Box A
Troutville, VA 24175

TRAINING SCHOOLS

REGION I

Allen's Beauty Center
1314 S. Memorial Blvd.
Martinsville, VA 24112

American Beauty School, Inc.
3024 Trinkle Ave., N.W.
Roanoke, VA 24012

American International Schools
105-107 Campbell Avenue, S.W.
Special Services Section
Roanoke, VA 24034

Artistic Beauty College
Sherwood Shopping Center
Danville, VA 24541

Bea's Beauty School
225 South Main Street
Galax, VA 24333

Brandon Secretarial College
3139 Williamson Road, N.E.
Roanoke, VA 24012

Danville Beauty Academy
3328 Riverside Shopping Center
Danville, VA 24541

Hollywood School of Beauty Culture
1108 Brandon Ave., S. W.
Roanoke, VA 24015

Joseph's Salem Beauty Academy
201 South College Avenue
Salem, VA 24153

Lourine T. Davis School of Beauty
Culture
25-A Church Ave., S. W.
Roanoke, VA 24011

Lynchburg General - Marshall
Lodge Hospital
Tate Springs Road
Lynchburg, VA 24504

Lynchburg Training School & Hospital
Special Training Program
P. O. Box 1098
Lynchburg, VA 24505

Martinsville School of Farriery
P. O. Box 1341
Martinsville, VA 24112

Modern Day Beauty Academy
205 Professional Building
Wilbourne Avenue
South Boston, VA 24592

Motel Staff Development Services
925 West Point Road
Salem, VA 24153

National Business College Corp.
8 Franklin Road
Roanoke, VA 24009

Phillips Business College
1112 Church Street
Lynchburg, VA 24505

Ralph's Virginia School of
Cosmetology
1112 Main Street
Lynchburg, VA 24504

Richard/Robbins School of Hair
Design, I, 2411 Judith Street
Lynchburg, VA 24501

Steele's Welding Schools, Inc.
116 Walton Avenue
Danville, VA 24541

Via School of Beauty Culture
10 East Main Street
Pulaski, VA 23401

Virginia Academy of Hairstyling
623 Sycamore Street
Bristol, VA 24201

FACILITIES

REGION II

The Alexandria Workshop
810 North Henry Street
Alexandria, VA 22314

Challenge, Inc.
706 North Main Street
Dumfries, VA 22026

Davis Memorial Goodwill Industries
(Alexandria Branch)
1806 Duke Street
Alexandria, VA 22314

ECHO
(Every Citizen Has an Opportunity)
Lucketts Old School, P. O. Box 1398
Lucketts, VA 22075

F.O.R.E.
(Facility for Occupation and
Rehabilitative Enterprises, Inc.)
P. O. Box 528
Remington, VA 22734

Fairfax Opportunities Unlimited, Inc.
(OP Shop)
3987 University Drive
Fairfax, VA 22030

Friendship Industries, Inc.
380 Waterman Drive
Harrisonburg, VA 28801

Halfway Housing, Inc.
Freedom House
Professional Building Number 6
Staunton, VA 24401

Northern Virginia Association
for Retarded Citizens, Inc.
105 East Annandale Road
Suite 203
Falls Church, VA 22046

Northern Virginia Mental Health Assoc.
3260 Wilson Blvd.
Arlington, VA 22201

Northwestern Workshop, Inc.
329 Cameron Street
Winchester, VA 22601

Rappahannock-Rapidan Day Treatment
Program, P. O. Box 203
Orange, VA 22960

Sheltered Enterprises of Alexandria, Inc.
1221 Cameron Street
Alexandria, VA 22314

Sheltered Occupational Center
of Northern Virginia, Inc.
4214 Ninth Street, North
Arlington, VA 22203

Shen-Paco Industries, Inc.
Shenandoah County Sheltered Workshop
Route 1, Box 189
New Market, VA 22844

The Social Center
Main Center
7401 Leesburg Pike
Falls Church, VA 22043

Mt. Vernon Center (Social Center)
3021 Popkins Lane
Alexandria, VA 22306

Springfield Center (Social Center)
7047 Old Keene Mill Road
Springfield, VA 22150

Step-Up (Didlake School)
9102 Center Street
Mannassas, VA 22110

Valley Workshops, Inc.
Headquarters of 3 Satellite Shops
P. O. Box 1204, 239 Market Mall
Waynesboro, VA 22980

Valley Workshops, Inc., Satellite
Shop, 818 Waynesboro Road
Waynesboro, VA 24401 (and)
212 22nd Street,
Buena Vista, VA 24416

TRAINING SCHOOLS

REGION II

Beauty College of Winchester
19-21 West Picardilly Street
Winchester, VA 22601

Bradley Beauty Academy
30 South Loudoun
Winchester, VA 22601

Columbia Tech Institute
112 South Wayne Street
Arlington, VA 22204

Computer Learning Center
6666 Commerce Street
Springfield, VA 22150

Control Data Institute
3717 Columbia Pike
Arlington, VA 22204

Denard's Beauty College
635 West Market Street
Harrisonburg, VA 22801

Dunsmore Business College
114 north Lewis Street
P. O. Box 567
Staunton, VA 24401

Elizabeth Brant School of Business, Inc.
823 Richmond Road
Staunton, VA. 24401

Enproco Accelerated Drafting School
13901 Jefferson Davis Highway
Hylton Building, P. O. Box 109
Woodbridge, VA 22191

Fairfax Beauty School
10550 Warwick Avenue
Fairfax, VA 22030

Fairfax County Skills Training Center
(Fairfax County Public Schools)
P. O. Box 466
Fort Belvoir, VA 22060

Falls Church Beauty School
250 West Broad Street
Falls Church, VA 22046

Institute of Basic Skills
3433 Carlin Springs Road
Falls Church, VA 22041

ITT Business Institute
5810 Seminary Road
Bailey's Crossroad, VA 22041

Lacaze-Gardner School
7202 Arlington Blvd.
Falls Church, VA. 22042

National Business School, Inc.
3108 Mount Vernon Avenue
Alexandria, VA 22305

National Educational Institute
for Self-Support Services
P. O. Box 7073, North Station
Arlington, VA 22207

Northern Virginia Business School
8111 Gatehouse Road
Falls Church, VA 22042

Northern Virginia CETA Skill Center
816 S. Walter Reed Drive
Arlington, VA 22204

Rockingham Driving School
1 King Street
Dayton, VA 22821

Roman Hair Design Beauty College
(Quality Beauty Services, Inc.)
2905 Arlington Drive
Alexandria, VA 22306

Shenandoah Tractor Trailer
Training School, P. O. Box 110 - 1A
Raphine, VA 24472

Springfield Beauty Academy
6512 Backlick Road
Springfield, VA 22150

Staunton School of Cosmetology, Inc.
128 East Beverly Street
Staunton, VA 24401

Triplett Business and Technical Insti.
(Shenandoah County Schools)
Mount Jackson, VA 22842

Valley Vocational Technical Center
Fishersville, VA 22939

TRAINING SCHOOLS

REGION III

AAA Driver Training School
2617 West Broad Street
Richmond, VA 23220

Al's Beauty School
304 N. Snead Street
Ashland, VA 23005

Beauty College, Inc.
211 East Clay Street
Richmond, VA 23219

Art Academy of Hair Fashions
433 East Belt Boulevard
(Circle Shopping Center)
Richmond, VA 23224

Broadcast Academy of Richmond, Inc.
Mann Professional Bldg.,
Suite 200-202
2120 Staples Mill Road
Richmond, VA 23230

Cannon Beauty College
1304 Hull Street
Richmond, VA 23224

Flair Beauty Institute of
Fredericksburg
4513 Jefferson Davis Blvd.
Fredericksburg, VA 22401

Flair Beauty Institute
(Of Richmond)
4721 West Broad Street
Richmond, VA 23230

Fogg's Technical Institute
Routes 615 & 514 Intersection
Hanover County, VA 23069

Frederic's Institute of Hair Design
1 East Williamsburg Road
Sandston, VA 23150

Industrial Career Center
3410 Jefferson Davis Highway
Richmond, VA 23234

Jefferson Professional Institute &
Holden School of Fine & Applied Art
2421 Ivy Road
Charlottesville, VA 22903

William R. Langner & Associates
2709 Chamberlayne Avenue
Richmond, VA 23222

Laura R. Moody's School of Dressmaking
& Tailoring
611 Chamberlayne Avenue
Richmond, VA 23219

The One to One School
2730 Tinsley Drive
Richmond, VA 23235

The Pan-American School
913-15 West Grace Street
Richmond, VA 23220

Potter's Center
3422 Hawthorne Avenue
Richmond, VA 23222

Radio Engineering, Inc.
2402 Tidewater Trail
Fredericksburg, VA 22401

Revco Tractor-Trailer Training, Inc.
Executive Office
5700 Chamberlayne Road
Richmond, VA 23227

Richmond Barber School
(A.P. SETA Concessionaire, Inc.)
1503 Hull Street
Richmond, VA 23224

Richmond Business College, Inc.
2906 Idlewood Avenue
Richmond, VA 23221

Smithdeal-Massey Business College
300 West Grace Street
Richmond, VA 23220

Southside Virginia Manpower
Training Skills Center, P. O. Box 258
Crewe, VA 23930

Steele's Welding Schools, Inc.
1218 N. Boulevard
Richmond, VA 23230

Training Schools for Region III continued:

University of Virginia
Food Service Division
Charlottesville, VA 22903

Virginia School of Cosmetology, Inc.
1700 Willow Lawn Drive
Richmond, VA 23230

Virginia School of Cosmetology, Inc.
7340 Forest Hill Avenue
Richmond, VA 23225

Watson's Beauty School
503 West Main Street
Charlottesville, VA. 22901

TRAINING SCHOOLS

REGION IV

Anne's Beauty College
118 West 21st Street
Norfolk, VA 23517

Anthony's Barber College
1307 Jefferson Avenue
Newport News, VA 23607

Automotive Training Institute
5700 Southern Boulevard
Virginia Beach, Va 23462

Career Institute
10 Franklin Street
Petersburg, VA 23803

College of Hampton Roads
99 Sherwood Mall
Warwick Blvd.
Newport News, VA 23602

Deen's Beauty School
615 High Street
Portsmouth, VA 23704

Electronic Computer Programming
Institute of Tidewater
Janaf Office Building
Norfolk, VA 23502

Flair Beauty Institute
12-A Goodrich Avenue
Petersburg, VA 23803

Hairstylist University
21110 Boulevard Avenue
Colonial Heights, VA 23834

Hairstylist University
246 E. Broadway
Hopewell, VA 23860

Hicks Academy of Beauty Culture
436-438 Boush Street
Norfolk, VA 23510

Indian River Road
6657 Indian River Road
Virginia Beach, VA 23452

Interstate Beauty Academy, Inc.
6157 East Virginia Beach Blvd.
Norfolk, VA 23502

Jan-Mar Beauty Academy
411 Jan Mar Drive
Newport News, VA 23606

Jenkins' Barber School
1016 Wilson Road
Norfolk, VA 23523

Kee's Business College
1510 Norview Avenue
Norfolk, VA. 23513

LaRose Beauty Institute
1186 Melville Street
Petersburg, VA 23803

Madame Daniel's School of Beauty
Culture
2905 Chestnut Avenue
Newport News, VA 23607

Norfolk College
300 Bush Street
Norfolk, VA 23510

Oak Hill Medical Training Center
776 Oak Grove Road
Chesapeake, VA 23320

Oceana Beauty Academy
1737 Virginia Beach Blvd.
Virginia Beach, VA 23454

Peninsula Business College
2901 Jefferson Avenue
Newport News, VA 23607

Peninsula Manpower Training Skills
Center
50th & E Streets
Hampton, VA 23661

Princess Anne Business College
2924 North Lynnhaven Road
Virginia Beach, VA 23452

Training Schools for Region IV Continued:

Professional Business Institute
1600 East Little Creek Road
Suite 108
Norfolk, VA 23518

Randall Academy
114 South Witchduct Road
Virginia Beach, VA 23462

Suffolk Beauty Academy
131 North Saratoga Street
Suffolk, VA 23234

Surety Real Estate School
403 Newton Square
160 Newton Road
Virginia Beach, VA 23462

Tidewater Beauty Academy
7643 Granby Street
Norfolk, VA 23505

Tidewater Broadcasting School
P. O. Box 12124
6118 Virginia Beach Blvd.
Norfolk, VA 23502

Tidewater Tutoring Service
5127 Virginia Beach Blvd.
Norfolk, VA 23502

University of Hairstyling
2906 Holly Road
Virginia Beach, VA 23451

Virginia Beach Boulevard Beauty Academy
5312 Virginia Beach Blvd.
Virginia Beach, VA 23462

Virginia School of Hair Design, Inc.
9903 Warwick Blvd.
Newport News, VA 23601

Virginia School of Hair Design, Inc.
111 West Queen Street
P. O. Box 14
Hampton, VA 23369

Virginia School of Polygraph
7909 Brookfield Road
Norfolk, VA 23518

Virginia Stenotype Institute
One Main Plaza East
Norfolk, VA 23510

Wards Corner Beauty Academy, Inc.
216 East Little Creek
Norfolk, VA 23505

FACILITIES

REGION IV

Adult Activity Services (Sussex,
Greenville-Emporia)
718 North Main Street
Emporia, VA 23847

Community Opportunity Shop
Eastern State Hospital
P. O. Box HT
Williamsburg, VA 23185

Eastern Shore Vocational Center, Inc.
Virginia Route 178 at 601
P. O. Box 55
Belle Haven, VA 23306

Hudgins, (Sarah B.) Regional Center
51 Battle Road, Box 7392
Hampton, VA 23366

Lakeside Home Interagency Care
Facility, Inc.
Rt. 1, Box 25
Accomac, VA 23301

Middleground
Mental Health-Mental Retardation Services
Board, P. O. Box HT
Williamsburg, VA 23185

Norfolk Community Mental Health
and Psychiatric Institute
(Outpatient Component of the
Mental Health Center of Norfolk)
721 Fairfax Avenue, P. O. Box 1980
Norfolk, VA 23501

Norfolk Goodwill Industries, Inc.
431 E. Brambleton Avenue
Norfolk, VA 23510

Opportunity House
92-32nd Street
Newport News, VA 23607

Southside Sheltered Workshop
315 West Washington Street
Petersburg, VA 28803

Tidewater Rehabilitation Institute
855 West Brambleton Avenue
Norfolk, VA 23510

Tidewater Vocational Center, Inc.
5104 Colley Avenue
Norfolk, VA 23508

Tidewater Vocational Center, Inc.
(Satellite Shop)
901 High Street
Portsmouth, VA 23704

Volunteers of America
999 Atlantis Drive
Virginia Beach, VA 23451

TRAINING SCHOOLS

OUT-OF-STATE

Brook-Wein Business Institute
800 18th St., N.W., 4th Floor
Washington, D.C. 20006

Georgetown School of Arts & Sciences
2233 Wisconsin Avenue, N.W.
Washington, D.C. 20007

International Institute of Interior
Design, Inc.
2225 R Street, N.W.
Washington, D.C. 20008

Lacaze-Gardner School of Business
710, 14th Street, N.W.
Washington, D.C. 20005

Maryland School of Dog Grooming, Inc.
8025 - 13th Street
Silver Spring, MD 20910

Medical Aid Training Schools, Inc.
1341 G Street, N.W.
Washington, D. C. 20005

Nashville Auto Diesel College
1524 Gallatin Road
Nashville, TN 37206

National Technical Institute
4810 Calvert Road
College Park, MD 20740

National Technical Institute
for the Deaf
Rochester Institute of Technology
One Lamb Memorial Drive
Rochester, NY 14623

Vocational Interprises Inc.
4936 Fairmont Avenue
Bethesda, MD 20015

FACILITIES

OUT-OF-STATE

Mercer County Opportunity
Workshop for the Handicapped, Inc.
Glenwood Park
Rt. 1, Box 284B
Bluefield, W. Va. 24701

STATISTICAL ORIENTATION TO PAPER

by Bridges and Pulley

TIDEWATER COMMUNITY COLLEGE

STUDENT CHARACTERISTICS - FALL 1977

Total Enrollment	13,095
Average Age	28
Ages 25 - 44	49%
Ages 45 up	11%
Part Time Enrollment	68%
Evening Enrollment	37%
Veterans	28%
Minorities	22%
Female	50%

THE COMMUNITY COLLEGE RESPONSE TO
ADULT CAREER DEVELOPMENT NEEDS

D. William Bridges
Director of Continuing Education
Virginia Beach Campus
Tidewater Community College

Carolyn P. Pulley
Coordinator - Counseling Services
Virginia Beach Campus
Tidewater Community College

Tidewater Community College seeks to meet adult career development needs through both individual and group counseling.

Each new student at Tidewater Community College (TCC) is strongly encouraged to see a counselor to discuss curriculum planning and any personal concerns that the individual has about coming to college. This intake interview helps the new student to evaluate his own needs that college can meet, to focus on some general or specific career goals, and to determine some ways to achieve these goals. Through this initial interview, the new student establishes a relationship with a counselor which may be carried on throughout his college career, receives guidance for making his future plans, and/or is referred to other school or community offices which can most appropriately meet his needs.

For a more in-depth exploration of individual career development, students are referred to classes in career planning. Some of the GENL "orientation" classes offered by the counseling department provide values clarification exercises or information about how to find out more about career opportunities. Some specific GENL courses offering these content units are "College Adjustment Topics", "Seminar for Veterans", and "Seminar for the Returning Woman Student".

Seminar for the Returning Woman Student

"Seminar for the Returning Woman Student" is a one credit-hour course designed for women who have been out of school for a few years -- very possibly married and raising a family -- and who came back to school. Most of these women need assurance that what they are doing is "all right," not "ridiculous," and that they can really do the work. This seminar gives them group support during the transition period while also providing valuable information. Topics covered include study skills, student/wife/mother role clarification, information concerning school resources, assertive training, value clarification, and the emotional needs of the returning woman student, as well as career planning information.

The Counseling Center also offers three two-credit hour courses which focus specifically on meeting the career development needs of our adult student population. These courses are "Seminar on Career Planning", "Seminar on Life Career Planning for Women", and "Seminar for Working Women: Life and Career Management Skills". For optimum group work conditions, the enrollment in each class is limited to 15 students. Each group has twenty contact hours together plus homework assignments.

Seminar on Career Planning

"Seminar on Career Planning" is a course that is open to both men and women. The course has dual focal points: career planning and job search techniques. The first portion of the course is devoted (1) to exercises to help the students determine the skills, interests, and values which are most important to them in their careers and (2) to teach them to carry out research on various career fields in order to determine which ones would

seem to be the best prospects for them. As the students are carrying out the research outside of class (through reading books and magazines, listening to career tapes, and interviewing individuals in their career fields of interest), they are also practicing job search techniques (writing a resume and conducting a job interview) in class. At the end of the course, the students spend two days reporting to the class on the outcome of their career research and discussing the results. The final activity is to set goals for their career development for the next few weeks, months, and years.

Some students take this course for very specific reasons, such as "to see what is available [in the job market] and how to go about starting career planning" or "to find out about careers -- what's available and requirements to fill these jobs." Others are there for more specific reasons, such as "to help me to expect what's coming in the job interview" and "to get a little more information about the career I am pursuing."

Seminar on Life Career Planning for Women

"Seminar on Life Career Planning for Women" is designed for women who are currently not working, but who want help in defining their roles and exploring potentials in terms of employment, possibilities for education, and in whatever roles they opt to assume. An intake interview with the instructor is required to make sure that women are fully aware of the intent of the course before registering for it. Through inventories like the Strong-Campbell Interest Inventory, the Kuder Interest Inventory, and the Allport-Vernon-Lindsay Study of Values, and through other in-class exercises, the women are helped to clarify their interest and values and to identify their needs, strengths, and

skills. Once they are "in touch" with themselves, then they are taught positive skills for exploring careers and, if desired, entering them. Topics covered include decision-making, role-clarification, successful goal-setting, carrying out research about careers, resume writing, assertive training, and job interview techniques. Toward the end of the course, each student has a one-hour individual conference with the instructor in order to "tie together" the course and to explore any personal concerns that may not have been fully covered in the group context.

Most of the women who take this course are housewives who are sensing a lack of self-fulfillment and are seeking direction or who are simply feeling a basic need to "get out of the house." For many it is a "first step" to coming to college. For others it is the means they use for making a career decision which they will pursue through other means than college training. Some end up wanting to work in paid positions, and others are more inclined toward volunteer work, if they choose to work at all. The women in general have responded well to the combination of experiential and cognitive learning in the course and have reacted very favorably on course evaluations.

Seminar for Working Women: Life and Career Management Skills

"Seminar for Working Women: Life and Career Management Skills" is designed for women who are currently working but who want to change their career field or who want to advance higher in their present career field. Since each group of women who take this course may have different career development needs, the class members themselves determine the content of the course by selecting units of instruction from among the following topics; career planning, values clarification, decision-making, goal-

setting, men/women role clarification, time management, financial management, non-traditional jobs for women, assertive training, women in management, legal rights of women, community resources for women, job campaigning skills, (resume writing, job interviewing), and any others which the women suggest. The unit content is presented through reading, lectures, discussions, class exercises, inventories, audio-visual aids, and outside speakers, as the need calls for these. Topics which are universally selected for the course are career-planning, goal-setting, and assertive training.

This course has attracted mainly women who either are already working and are interested in upward job mobility or for women who are anxious to get into the job market because of divorce, recent widowhood, the need of two family paychecks or the family's increasing independence and decreasing dependence on her in the home. These women--mainly in their late 20's to early 40's--are wanting practical, useable information or skills that can be implemented immediately.

Responses have been good. For example, during one course, two women were able to achieve to additional job responsibility during the course with the prospects of promotions and/or pay raises coming in the near future.

In individual conferences and group seminars, students are made aware of career planning resources available on the TCC campus: (1) a career library consisting of books and pamphlets in the Counseling Center, (2) many published sources in the Learning Resources Center and (3) many audio-visual materials in the Learning Lab, ranging in topics from "Your Job Interview" to Women in Management" to personal interviews

with persons in particular career fields. The Counseling Center has compiled a bibliography of these resources, and this is given to students in career planning sessions.

Career planning is also extended into the community through Cooperative Education/Placement and Counseling Services. Students are able to test their career choices in real work situations while still attending college. Through Cooperative Education, they receive special supervision and feedback on their work and are helped to evaluate their aptitudes in a particular career field. The Local Virginia Employment Commission Job Bank is available in the Placement Office to expedite job search. Both Cooperative Education/Placement and Counseling Services seek to keep abreast of local job developments in order to be liaisons between the community and students.

In addition to the individual counseling and group seminars, the TCC Counseling Center also provides outreach career planning services to the community. The Parks and Recreation Department and the city's Social Services Department have provided such opportunities thus far, and the Center is always open to other outreach opportunities.

The TCC Counseling Center is constantly revising career planning courses and techniques in accordance with the needs of the students being served. Feedback is received through course evaluations, student surveys, and counseling consultations. The goal is the best implementation of counseling resources to meet existing student needs--a dynamic, challenging undertaking.

COMMUNITY SERVICES FOCUS ON CAREER DEVELOPMENT
AT TIDEWATER COMMUNITY COLLEGE

In addition to the comprehensive range of catalog-described, one-year certificate and two-year associate degree programs, the campuses of Tidewater Community College offer several Community Services programs which are related to Adult Career Development. Such programs are developed and presented in response to an identified need. Some of the programs are grant funded and some are paid for entirely by the participants.

Continuing Career Studies

To meet the need for in-service training and upward mobility in business and industry and to provide a structured program involving less than the one-year (48 quarter-hour credits) certificate, a series of Continuing Career Studies has been established. Each involves a grouping of five to eight courses in a specific technical skill area. Such a program provides a limited but feasible goal for a part-time student. A student with limited preparation can deal initially with skill subjects, while building self-confidence. The courses completed can be incorporated in a Certificate or Degree program at a later date.

Continuing Career Studies have been approved by the Virginia Community College System or planned in the following areas:

Bookkeeping	Blueprint Reading	Electricity
Clerk-Typist	Conservation	Interior Finishing
Industrial Management	Fire Science	Masonry
Landscaping	Livestock Production	Plumbing
Real Estate Sales	Photography	Solar Energy
Teachers Aide	Transportation	Truck Driving

It should be noted that these less than one-year programs have not been approved for Veterans' Benefits.

CETA Individual Referral

Under this program, qualified individual students are referred to the Continuing Education Office for planned programs of vocational training within the framework of regular college one-year certificate offerings. Career areas are Clerical Studies, Food Services, Drafting, Air Conditioning and Refrigeration, General Merchandising, and Welding.

In-Service Training

To increase job skills, update knowledge, and move toward higher degrees of proficiency in-service training is provided to employees of several government and private business and industrial organizations. Included are the Norfolk Naval Shipyard, Portsmouth Redevelopment and Housing Authority, Medical Center Hospitals, Virginia Chemical Company, and Stihl, Inc., chainsaw manufacturers.

Community Education

The non-credit Spectrum Community Education program of TCC has offered a number of special interest courses which have a career development implication. Among these are Medical Terminology, Sign Language, Problems of Minorities in Business, Law Everyone Should know.

CETA Home-Hospital Health Aide-Homemaker

This is a 26-week vocational preparation program. Participants are provided a job skill and increased opportunity to seek gainful employment. They become proficient in the administration of basic health care in hospital and home settings. Students receive clinical training in hospital and home settings, gaining knowledge and practical experience. In addition, the program includes academic courses in basic reading and mathematics.

CETA Skill Training

The College has operated skill training programs funded through the Comprehensive Employment and Training Act. Included have been Auto Repair, Welding, Industrial Maintenance, Clerical Studies, and Small Appliance Repair. The primary purpose of these programs is to provide a skill to an unemployed individual and place the individual in a productive job. Women and minority persons have been the major participants in the skill training programs.

CETA Foster Care Training

The Virginia Beach Campus of the College has contracted with the Mental Health Department of the City of Virginia Beach to conduct a series of 10-week training programs to prepare adults to provide foster care in their homes or to provide respite care of handicapped persons. Respite care relieves parents or children of handicapped persons for periods of one to three days at a time. The criteria for trainees under this program include persons who have been unemployed for a specified period of time. The program includes an intensive ten-week training period and a five-week supervised practicum.

Women's Career Seminars

The College has recently conducted three one-day seminars designed to interest non-working adult women in looking at ways to turn their interests and talents toward non-traditional careers. The seminars included confidence building presentations by a woman psychologist, role models of successful career women, and an exploration of educational opportunities in the community.

ADULT CAREER DEVELOPMENT PROGRAMS FOR SHARING

Old Dominion University
Norfolk, Virginia

Center for Undecided Students

Various programs to help freshmen and sophomores decide major.
Career information, career tapes, vocational/interest testing.

Academic Counselor - Tom Jones

Becky Harrison (804) 489-6235

J. Sargeant Reynolds Community College
Richmond, Virginia

Careermobile (Winnebago)

Goes to shopping centers, schools, or anywhere else.

Brochures, films. Faculty members and program heads.

Film about college

Contact: Lillian Amburley - Counselor for Career Development
& Placement. (804) 264-3241.

Also Mr. Bruce Tuttle (804) 786-4036.

Business Executives' Luncheon to inform business community of everything available on campus. Intent is to persuade them to come on campus to recruit.

Center for Management Development

One-day seminars

Dan Nix (804) 786-6791

Christopher Newport College
Newport News, Virginia

Workshops/Resource Seminars

Support Groups for Women

Testing and Mapping Workshop

Test and Math Anxiety Workshop

Off-Campus Counseling

Mary Hardman, Director of Admissions (804) 599-7015

Northern Virginia Community College
3001 Beauregard Street
Alexandria, Virginia

Off-Campus Counseling at Military Bases
Ann Ford (703) 323-3000

New River Community College
Dublin, Virginia

Preparation for Enrollment Class
CETA: Testing and Placement
Orientation: Employment Skills
Ron Harriman (703) 674-4121

Muscatene Community College
Muscatene, Iowa

"Lost, Bored, and Uncertain"
Mid-life career change.
Self-awareness, values clarification, goal setting, commitment
to action.

Assertive Training for Older People
Parents and Children Learning Together
Program for low income mothers
Children go to child care center
Mothers learn parenting, homemaking, nutrition.
Every other day for two years.
Parenting in morning - GED skills in afternoon.
Nancy Alexander (319) 263-8250

Langley Research Center
Hampton, Virginia

Legal Rights for Women
Alice Craddock (804) 827-2701

John Tyler Community College
Chester, Virginia

Center for Women's Opportunities
Nonnie Jones (804) 748-6481

MINORITY ADULTHOOD: PERSPECTIVES ON CAREER DEVELOPMENT

Donald Anderson
Director, Student Special Services
Virginia Western Community College

The psychology of human development, the sociology of the world of work and career development theory are areas of research and discussion which can provide insight into and understanding of career development needs of minority adults at mid-life. These areas of research and discussion converge around critical issues of minority adulthood and provide sketchy but helpful directions for career counseling professionals. In this discussion, more questions may be uncovered than are answered; however, focused questions, unlike vague confusion can lead to relevant research, answered research questions, and more definitive and potent counselor practices. The modest objective of this paper is to guide movement towards more definitive and potent career counseling for minority adults.

Several questions or issues will be addressed in this paper. The four questions or issues of concern herein are: 1) are there differential impacts of aging across ethnic groups; 2) should the sociology of racism in education and the world of work be considered in career counseling of minority adults; 3) is existing career development theory adequate for black and other minority adults; 4) and what does all of this mean?

Are There Differential Impacts of Aging Across Ethnic Groups?

Theoretical discussions in developmental psychology seem to begin with child psychology and ends with adolescent psychology. Less thorough observations and theoretical discussions have been focused on the second two-thirds of the human life span which includes mid- and late-adulthood.

Although developmental psychology is concerned with describing and explaining changes in an individual's behavior as a result of physical maturation and experiences across the life-span, adulthood and aging have been relatively neglected areas of inquiry.

Only within the past decade have serious observations been given to empirical observations and discussions of adult behavior. There is no comprehensive theory of adult developmental psychology. Empirical observations are only just accumulating. Despite the atheoretical nature of discussions which do exist, these discussions can be used to guide student development practioners in providing career development services to mid-life minority adults.

No substantive research or discussions were found which clearly defined distinct differences in the process of aging between adults of differing ethnic groups. Research designs and methodology are refined inadequately to carefully examine the question of racial differences in adult human development. Aging and ethnic background were discussed in general terms; however, discussions tended not to be based on empirical research evidence. General discussions suggest that minority adults at mid-life and during old age tend to be more vulnerable to adversities in their later years as a result of disproportionately high incidences of poverty and the psychological and social impacts of racism or systematic racial discrimination. Although no evidence was found which identified differential impacts of aging across ethnic groups, most developmental psychologists seem to agree that minority adults are affected adversely by a disproportionate and characteristic high incidence of poverty and low socio-economic status.

Although comparative empirical studies of impacts of the aging process between ethnic groups have not been conducted, considerable research and discussions have defined general patterns and effects of the aging process across the life span. Developmental psychologists describe the infant organism as being propelled through stages of physical, psychological and social development. This developmental thrust seems to be principally a function of interactions between the physiology of the organism and the physics of its environment. Essentially, it appears that physiologically based maturational thrust of the developing infant, there is an increasingly strong influence of social and physical environmental factors. Psycho-social factors, whose origin are in social interactions, become an increasingly salient developmental variable as maturation approaches adolescence. Adolescence seems to be a point in human development when physiological and sociological forces are explosively transforming anatomical, physiological, and psycho-social characteristics of the developing individual. Adolescence is an explosive transitional crisis point of development that marks transition into adult life. The developmental crisis at adolescence seems clear and evident across lines of social class and ethnic backgrounds and is a critical developmental milestone in American culture.

Early adulthood (20-30 years) to mid-life (30-45 years) is characterized by abated physiological impacts on human development. Psychological and sociological influences become increasingly potent and cogent during early adulthood and subsequent years. The adolescent-turn-adult can be described as having essentially grown through early stages of human development which are dominated by physiological influences. The young adult then comes more under increasing influences of normative restraints of the sociology of American culture.

Theorists of mid-life human development seem to agree that normative sociological impacts on adults are very present and potent. Consistently, developmental theorists suggest that developmental changes are more functions of environmental influences as opposed to simply the effects of physiological changes over time. The social environment is a potent variable in developmental transitions through adulthood. Sociology as opposed to physiology then becomes the dominant factor in the process of aging. The impact of sociology should not be ignored, particularly as it impacts career development of minority adults.

Sociological forces mold and shape the content and process of adult life and is a factor in the aging process. Work or human occupational behavior is one single sociological phenomena which acts as a psychosocial force that shapes the character and content of adult life. Work cannot be ignored as it impacts minority adult life. Some differential impacts of work on minority adults can be discerned.

Some Aspects of the Sociology of Work

A principal outcome of an individual's formal educational experiences is the definition of an adult role which is principally reflected in a chosen career. The chosen occupation or career represents an individual's desired pattern of reciprocally satisfying relationships between self and society. A chosen occupation or career represents a chosen lifestyle. A second outcome of education or training is an individual's acquisition of skills and knowledge necessary to maintain and to enhance social relationships defined by work and an associated style of life. Higher educational processes are typically designed to facilitate students attainment of those two generally stated objectives. The process may be a recurring process of education and re-education for acquisition

and maintenance of desired social roles accomplished principally through work and leisure life.

Few adult activities provide as direct a means for defining personhood in a sociological context as does gainful employment. Occupational behavior provides social definition of one's life as well as material means for survival, personal growth and development; its benefits are both intrinsic as well as extrinsic. Work and the sociology of occupational behavior is, therefore, a potent variable affecting the quality and content of adult living.

One critical observation, however, is that no single area of American life (other than possibly the institution of education) is as festured with the social malady of racism and racial discrimination as is the world of work, particularly non-managerial or non-professional occupations. The occupational experiences of many Blacks and other minority adult workers are affected by the sociology of racism and racial discrimination. Racism is a social pathology in American society which irritates our sense of social justice, human rights and human equality; however, racism and racial discrimination is one element in the sociology of work and must be defined as it does exist and as it affects career development of over 10 million non-white workers in the nation's labor force.

A tragic fact which is made clear by even casual observations of urban streets, Welfare Departments lines, the ranks of the unemployed and occupants of local prisons and jails, is that Blacks and other minority individuals are disproportionately failures of the American educational process. Consequently they are also disproportionately represented in ranks of the ill-trained, educationally disadvantaged, socially alienated,

dissatisfied, frustrated and often hostile members of American society and the work world. When the economy is "healthy" (unemployment is 6%), Blacks and other minorities are disproportionately unemployed at proportions of unemployment which may vary from 10-12% to over 20-30% in some geographic areas. Minority adults without a college degree who are employed are typically employed in service occupations, farming, or lower-level blue-collar occupations. Minority college graduates and others with less education do find employment in skilled crafts, white-collar and professional occupational groups. The U. S. Department of Labor (1974), however, notes that personal income tends to rise more rapidly with age for white men and for college graduates. The agency also reports that unemployment rates for Blacks has typically averaged twice that for whites during the decade of the 1970's. The Labor Department also concluded that older minority group members and those with less education (a group which is certainly large because of continued unrelieved minority educational disadvantages) will continue to lag seriously behind white workers with similar amounts of schooling.

These observations tend to suggest that: 1) minority adults who do experience peak levels of responsibilities at mid-life (age 30-40) would typically tend to be less financially able to meet heightened adult responsibilities than would most mid-life white adults and 2) at age 45-50, the level of minority career advancement would tend to be disproportionately lower than levels for whites of similar ages.

Certainly, there are multivariate factors contributing to the discouraging status of the American minority adult worker. Despite its aversion or repugnance to our sense of justice and equality, the sociology of racism seems to be much a part of the sociology of the

American work place. Career counselors should be aware of and must be sensitive to this social reality in professional efforts to facilitate the career development of minority adults. Also, it seems important that career counseling and career development theory in general must consider: 1) the impact of consistent and disproportionate educational failure of minorities preparing for employment and 2) the impact of racism on career development of minority adults.

It has been generally suggested that: 1) minority adults, like all adults, are greatly affected by sociological factors at mid-life and throughout the aging process; 2) occupational behavior is a dominant mid-life activity and impacts greatly the quality and content of adult life; 3) the sociology of racism is an integral component of educational processes which prepare individuals for employment and permeates the sociology of the world of work; and 4) racism in American society is a social reality and must be considered important in minority career counseling and in career development theory.

Is Career Development Theory Adequate for Blacks and Other Minority Adults?

The question has recently been raised: "Is Career Counseling for Black People?" Ford and Ford (1978, p. 53) concluded that if successful career development is characterized by an upward sequential pattern of ordered and hierarchical occupational transitions towards self-actualization, then most Black people are eliminated from this criterion for success. Ford and Ford suggested that career counseling and career development theory is most applicable to white males. The disproportionate level of poverty, the sociology of racism and the extrinsic or economic orientation of Black workers limits the value of existing career development

theory. The argument proposed was that career development activities for Blacks should be focused towards carefully calculated occupational planning around discriminatory barriers and for maximum economic gain as opposed to a dominant focus on intrinsic needs for actualization or personal satisfaction.

There seems to be a critical element of realism and practicality associated with the author's call for career development through "calculated job speculation" (Ford & Ford, 1977). This argument might seem even more realistic in view of findings by Weaver (1975). Significant findings relevant to this discussion were that 1) Black workers in white-collar jobs were "security-conscious," i.e., they preferred no danger of being fired. Non-white workers also showed a high preference for income and a lower preference for personal interest and meaning in their job. In investigating counseling needs of mid-life community college adults, Morse (1977) also found that security, economic gain and other extrinsic values were important to non-white adults. Morse did find, however, that interesting work was an important criteria in job selection for all adult student groups. From these data, one might conclude that Black workers tend to perceive that money is a means to acquire personal satisfactions in life and that money tends to be more meaningful than specific occupational endeavors which define the occupation.

Given these observations and the thesis proposed by Ford and Ford (1978), it would seem that some other model of career counseling such as "calculated job speculation" (Ford and Ford, 1978) should be advanced to assure that unique career development needs of minority adults are met.

Is career development theory adequate for Blacks and other minority adults? The answer is, at least for this writer, an unquestionable yes! The thrust of career education in the United States and a recent expansion and synthesis in career counseling theory (Crites, 1974, 1976; Krumboltz, 1976) provides a comprehensive and relevant framework for improving counseling and career development services to minority adults. There is no need for an alternative "theory" of career development, be it called "calculated job speculation" or whatever. The philosophical orientation of career education and the theoretical framework of career counseling can more than adequately meet educational and occupational needs of minority adults through: 1) considering and responding to personal needs of minority adults which emerge as a result of experiences of racism, systematic discrimination and disproportionate low socio-economic status and educational failure; and 2) providing for an appropriate reform orientation within the educational process itself which, if potent and effective, can eliminate these social economic and psychological factors which contribute to disproportionate adverse effects of aging on the career development of minority adults.

Descriptions of Black and white adults tend to suggest more similarities than differences between groups. When social class as a independent variable is held constant, differences which do exist between whites and minority groups are strikingly fewer. The sociology of racism in America seems to contribute substantially to those few differences which do appear to exist. Even those differences which do exist do not justify or even suggest inadequacies in the existing philosophy of career education or career counseling theory. Those differences when recognized

and understood should suggest alternative sources of counseling emphases in serving various ethnic groups. Individual or group differences do not suggest the total inadequacies of the career education or counseling theory.

What Does All of This Mean?

The conclusion of this discussion is that racism along with all of its concomitant social maladies can result in accumulated potent experiences which adversely affect the content and quality of minority adult life. The sociology of racial discrimination in education, training and the work place should be considered a substantial source of differential career development needs between some Black and white Americans. Career development needs tend to be more similar between Black and white adults within similar social classes (e.g. career development needs of lower class Blacks and whites are probably more similar than developmental needs between "working class" Blacks and "white collar" Black workers.) Career development needs of minority adults can be satisfied within the present framework of career education (Hoyt, 1976a; 1976b) and career counseling theory (Crites, 1974, 1976; Kromboltz, 1976). It seems clear that Kromboltz's (1976) concept of a social learning theory of career counseling is a comprehensive and persuasive approach to career decision-making which, when properly employed, adequately considers sociological, psychological, environmental, economic and even cultural factors affecting occupational selection. The realization of educational reform consistent with the philosophy of career education does provide promise for eliminating barriers to career development of minority adults and would also provide directions for meeting career development needs of all individuals.

REFERENCES

- Crites, J. O., Career Counseling: A Review of Major Approaches. The Counseling Psychologist, 1974, 4 (3), 3-23.
- Crites, J. O., Career Counseling: A Comprehensive Approach. The Counseling Psychologist, 1976, 6(3), 2-11.
- Ford, C. & Ford, D. F., Is Career Counseling for Black People? Journal of Non-White Concerns in Personnel and Guidance. 1978, 6(2), 53-62.
- Hoyt, K. B., Career Education for Special Populations. Monographs On Career Education. Washington: U. S. Government Printing Office, 1976a.
- Hoyt, K. B., Application of the Concept of Career Education to Higher Education: An Idealistic Model. Monographs On Career Education. Washington: U. S. Government Printing Office, 1976b.
- Krumboltz, J. D., A Social Learning Theory of Career Selection. The Counseling Psychologist, 1976, 6(1), 71-81.
- Morse, Jr. E. B., The Mid-Life Community College Student: A Profile of Selected Characteristics and Implications for Counseling Services. Unpublished Doctoral Dissertation, 1977, Virginia Polytechnic Institute and State University; Blacksburg, Virginia.
- U. S. Department of Labor's Manpower Administration, The 1974 Manpower Report of the President. Washington, D.C.: U. S. Government Printing Office, 1974.
- Weaver, C. N., Black-White Differences in Attitudes Towards Job Characteristics. Journal of Applied Psychology. 1975 60(4), 438-441.

CONFERENCE SUMMARY SESSION

CONFERENCE SUMMARY SESSION

Editor's Summary

The final session of the conference was taped. There were several questions from the audience which were not audible on the tape. I have tried to capture a few of the several important remarks made during this session, mainly to indicate the flavor of the final session.

Regarding the institutional role in adult learning, several significant comments were made. Among them was the observation that many--perhaps most--of the more lasting learnings derived from the college or university experience came from discussions in cafeterias and in bars. It makes one wonder about the formal curriculum and what its content should be. Furthermore, in order to best determine what should be in the formal curriculum, one needs to ask those who have been there, and moved on to other endeavors. This question left the audience thinking: "What is it people ought to be learning?"

A discussion centered around the value of role models. The Grey Panthers and the Foster Grandparent Program were mentioned. Obviously, these models offer significant potential for adult learning.

The "demography is destiny" issue received further attention during this session. We cannot ignore the fact that many people are cut off from important aspects of life. What do we really have to offer these people through our institutionalized programs?

One point stimulated some debate: work is not the solution to every problem. Others felt that in one way or the other, work is involved in all aspects of personal satisfaction and the achievement of human goals.

Many polarities exist in our society--age, sex, ability, for example. We need a map of the terrain, but we need to recognize that the terrain is changing constantly. We need a map for planning our journey, but we need also opportunity to take frequent side trips off the map.

One of the major problems for accountability for vocational education is a timeframe problem. It is a long-range issue. Immediate accountability data is suspect.

It is interesting to note that much innovation in institutions has come during times of scarcity. Institutional inertia may be overcome partly during these times. In times of plenty, we need to watch for the dangers of opportunism.

We need to be aware of the fact that the adult personality is resistant to change. Strong community ties may be a force which will overcome an opportunity which requires geographical mobility. Certain psychological barriers of adults cause them to be cautious in using counseling services.

Focusing on a particular institutional problem, the dichotomy between counseling and academic concerns was highlighted. This fragmentation in structure and professional effort must be overcome. The curriculum needs to be unified, with all professionals feeling a responsibility for all human development needs.

Finally, in looking at the total conference, the following questions were suggested: What? So what? and Now what? The audience seemed stimulated to deal with the "now what?" by returning to their work with action plans in mind.

CONFERENCE EVALUATION

The following questions were given to the participants during the summary session:

1. What about this conference was most helpful?
2. What about this conference was least helpful?
3. What are your suggestions and recommendations for future conferences?
4. What general comments do you have to offer about this conference?

QUESTION II

"What about this conference was most helpful?"

<u>Response</u>	<u>No.</u>	<u>%</u>
Moody's presentation	21)	30.26
Reactions to Moody's speech	2)	
Waters' workshop and handouts	8	10.52
Anderson's speech	2	
Carlson's speech	1	5.26
Saturday morning sessions	5	
Conference location and conference planning (flow of conference--stayed on timetable)	4	5.26
All speakers--entire conference	2	
All panels	2	3
Morse's speech	3	
Coleman's presentation	1	6.57
Tidewater CC program	2	
Conference handouts; e.g. proceedings, materials bibliographies	5	15.78
Professional sharing (inter-action with colleagues)	12	
Opportunity to recruit staff	1	1
Gained better awareness of the field	4	
Creamer's humor	1	76
TOTAL NUMBER OF COMMENTS ON QUESTION I	76	

QUESTION II

"What about this conference was least helpful?"

<u>Response</u>	<u>No.</u>	<u>%</u>
Moody's presentation (too theoretical)	2)	9.3
Reactions to Moody's speech	2)	
Waters' workshop (too long, too elementary, all major approaches not represented)	19)	51.16
Waters' Handbook (too much time taken to cover this)	3)	
Anderson's speech	3	
Carlson's speech	2	
Saturday morning sessions	1	
Hyatt (too expensive)	1	
Geared toward counselors too heavily	2	
Too much theory--not enough practical hands on experiences	4	
Lack of emphasis on adult learning problems	1	
Free evening	1	
Inability to attend all workshops	1	
Lack of VCU support	1	
TOTAL NUMBER OF COMMENTS ON QUESTION II	<u>43</u>	

QUESTION III

"What are your suggestions and recommendations for future conferences?"

A. CONFERENCE TOPICS (no. of ideas = 21)

Student development

Adult conference, but not geared toward counselors specifically

Problems of teaching adults (4) = (19.04% of topics suggested)

Another conference with Dr. Moody (5) = (23.80% of topics suggested)

Career development conference that includes role playing, modeling, etc.

Blending career development or vocational education programs - k through adulthood.

Career development conference but involve adult students who have received some of these services. They could be a part of a reaction panel.

More conferences in the area of agencies.

Conferences on the problems of the handicapped, women and minorities
(4) = (19.04% of topics suggested)

Implications of education for business and industry in 1980's.

Conference addressing the use of paraprofessionals as counselors
and tutors.

B. GENERAL SUGGESTIONS AND RECOMMENDATIONS (no. of ideas = 21)

Need a session on the relationship between adult admission offices
and adult counselors.

Programs needed concerning blue collar and low skill or handicapped
adults, especially in the placement of these persons.

Participants need to be more involved in the conference, hands on
workshops (3) = (14.28% of general suggestions).

Lengthen conference--do not try to present too much information in
such a short period of time.

Switch Saturday morning workshop choices to Friday afternoon and
vice versa. More variety needed after Friday lunch (3) = 14.28% of
general suggestions).

Compress conference into one day or one evening and a full day
(3) = (14.28% of general suggestions).

Distribute program and papers before conference or at the beginning
of the conference (5) = (23.80% of general suggestions)

Focus more on four year colleges and universities (3) = 15.28% of
general suggestions).

Limit general sessions to 1/2 day.

QUESTION IV

"What GENERAL COMMENTS do you have to offer about this conference?"

"Appreciate the smooth movement into sessions (on time, etc.). Good
conference management and handling--not too rushed."

"The conference was very well organized, extremely interesting, and
informative."

"The programs were certainly well organized. There were no programs
that I felt were not of value to some individual participating in the
conference."

"I have benefited from seeing the smooth organization and operation of this conference."

"Overall an excellent program and very beneficial."

"One of the best organized and professionally managed conferences I have ever attended."

"Nicely done conference."

"Generally speaking it was good. The people from different parts of the country were particularly nice to work with."

"A most enjoyable seminar!"

"Overall, I enjoyed the conference very much."

"Look forward to next year. The purpose of the conference was fulfilled."

"I appreciated the opportunity to interact with other conference participants and speakers."

"Outstanding panels, good small group sessions."

"The conference was very stimulating, including the presentations, group interaction, and workshops."

"Summarization was very good ... Dr. Moody's in particular. Leadership was excellent."

"Enjoyed conference choice of speakers; outstanding conference topic-timely. Could have related more directly to Vocational Education."

"A very helpful conference."

"Thought the conference on the whole was most informative and look forward to attending future ones."

"The conference was very informative and increased my awareness of some of the problems involved in the education of this large portion of students and potential students."

"Need some way that we could get together with participants in the conference and exchange material and ideas that we could take home with us."

"More detailed outline of workshops would have been appreciated."

"Coffee 'early' on second day."

"Rick Moody was delightful!"

"Generally good for novices in adult counseling on careers. For those who were experienced, some of the material and resources was repetitious and too drawn out."

"I felt that the conference was dominated by the attitudes and perspectives of white males. More interaction in process would be helpful. In spite of some critical comments, I feel I've come away with some good questions and provocative thoughts."

"Send departure time on Saturday with letter of receipt of registration. I had no idea when the conference would end."

"Good idea not to attempt an evening program."

"Would not spend my own money for this. Can think of many ways to better spend my time. General response to the whole thing is negative. Dr. Carlson presented some opinions without inviting response--but then he really didn't say anything worth noting."

I. Total number of persons responding to QUESTION IV 28

II. Percentage of respondents commenting:

- | | |
|---|--------|
| 1. Conference management and organization well done | 28.57% |
| 2. Conference was a beneficial one - favorable comments | 82.14% |
| 3. Negative comments about conference | 17.85% |

APPENDIX A

NEW DIMENSIONS IN
CAREER DEVELOPMENT FOR ADULTS

Seventh Annual Conference on
Career Counseling and Vocational Education

February 10-11, 1978

Presented by:

THE COLLEGE OF EDUCATION OF
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

in cooperation with
THE STATE ADVISORY COUNCIL
ON VOCATIONAL EDUCATION

FRIDAY, February 10, 1978

8:00- 9:00 REGISTRATION

Ballroom Foyer

9:30- 9:50 WELCOME

Ballroom A

Dr. Karl Hereford, Dean
College of Education
Virginia Polytechnic Institute and State University

PERSPECTIVE

Dr. Rufus Beamer, Executive Director
Virginia State Advisory Council on Vocational Education

CONFERENCE OVERVIEW

Dr. Carl McDaniels, Program Area Leader
Career Counseling/Student Personnel
Virginia Polytechnic Institute and State University

Dr. Don G. Creamer, Conference Coordinator
Associate Professor of Community College Education
Virginia Polytechnic Institute and State University

9:50-10:50 FIRST GENERAL SESSION

Ballroom A

"From Life-Long Learning to Life-Cycle Learning"

Dr. Harry R. Moody, Jr., Director
Brookdale Center on Aging
Hunter College, New York

10:50-11:00 BREAK

11:00-12:00 REACTION PANEL

Ballroom A

Dr. Carl McDaniels, Moderator
Professor of Counselor Education

Dr. Dean Hummel
Professor of Counselor Education
Virginia Polytechnic Institute and State University

Dr. Rufus Beamer, Executive Director
Virginia State Advisory Council on Vocational Education

Dr. Leroy Miles
Assistant Professor of Adult and Continuing Education
Virginia Polytechnic Institute and State University

12:00- 1:30 LUNCHEON SESSION

Ballroom B

"Equity Access for Women and Handicapped in Vocational Education"

Dr. Richard Carlson, Director
Division of Vocational-Technical Education
Bureau of Occupational and Adult Education
U. S. Office of Education, Washington, D.C.

1:30- 2:00 SECOND GENERAL SESSION

Ballroom A

"Down With the Maintenance Stage: Career Development for Adults"

Dr. Elinor Waters, Director
Continuum Center for Adult Counseling and Leadership Training
Oakland University
Rochester, Michigan

2:00- 5:00 WORKSHOP SESSION

Ballroom A

"Adult Counseling and Leadership Training"

Dr. Elinor Waters

5:30- 7:00 SOCIAL HOUR-CASH BAR

Ballroom C & D

7:00- DINNER

(Conference participants are responsible for their own
dinner arrangements)

SATURDAY, February 11, 1978

9:00- 9:45 SPECIAL INTEREST SESSIONS--PROGRAMS THAT WORK

"Career Development and the Mid-Life Adult"

Dr. Ed. Morse, Coordinator Student Services
Virginia Community College System

Monticello B

"Career Development for Handicapped Adults"

Mr. Wendell Coleman, Operations Supervisor
Vocational Training
Woodrow Wilson Rehabilitation Center
Fishersville, Virginia Potomac Room

"Minority Adulthood: Perspectives on Career Development"

Dr. Donald Anderson, Director
Student Special Services
Virginia Western Community College Chesapeake Room A

"The Community College Response to Adult Career Development Needs"

Mr. D. William Bridges, Director
Continuing Education and Community Services
Virginia Beach Campus
Tidewater Community College

Ms. Carolyn P. Pulley, Coordinator
Counseling Services
Virginia Beach Campus
Tidewater Community College Chesapeake Room B

9:45-10:30 REPEAT OF SPECIAL INTEREST SESSIONS

10:30-10:45 BREAK

10:45-12:00 THIRD GENERAL SESSION--CONFERENCE SUMMARY Ballroom B

Dr. Harry R. Moody, Jr.	Dr. Carl McDaniels
Dr. Elinor Waters	Dr. Rufus Beamer
Dr. Richard Carlson	Dr. Don G. Creamer

12:00 ADJOURN

CONFERENCE ADVISORY COMMITTEE

Virginia Polytechnic Institute and State University

Dr. Don G. Creamer, Chairperson
Ms. Debbie Floyd, Assistant Conference Coordinator
Dr. Rufus Beamer
Dr. Dan Vogler
Dr. Tom Hohenshil
Dr. Carl McDaniels
Dr. Dean Hummel

Virginia Commonwealth University

Dr. Carroll A. Londoner
Dr. Ronald H. Sherron
Dr. John S. Oehler

APPENDIX B

NEW DIMENSIONS IN CAREER DEVELOPMENT FOR ADULTS

PARTICIPANT LIST

Nancy Alexander
152 Colorado Blvd.
Muscatine, IA 52761
Muscatine Comm. College

Lillian W. Amburgey
P. O. Box 12084
Richmond, VA 23241
J. Sgnt. Reynolds C. C.

Donald Anderson
Director, Student Special Services
Virginia Western Community College
Roanoke, VA

Gracie M. Bailey
Rt. 1, Box 77A
Petersburg, VA 23803
Richard Bland College

Rufus Beamer
Executive Director
Virginia State Advisory Council
on Vocational Education

Michael Bell
Medical College of Va.
Richmond, VA 23298

Edwin R. Boelte
5800 W. Friendly Ave.
Greensboro, NC 27410
Guilford College

D. William Bridges, Director
Continuing Education and Community
Services, Virginia Beach Campus
Tidewater Community College
Virginia Beach, VA

Edith B. Brooks
5855 Brema Rd.
Richmond, VA 23226
St. Mary's Office Bldg.

Susan M. Byrd
Old Admin. Bldg. #204
Norfolk, VA 23508
Old Dominion University

J. Dean Calhoun
Rt. 1, Box 398
Draper, VA 24324
Radford College

Richard Carlson
Director, Division of Vocational-
Technical Education
Bureau of Occupational and Adult
Education, U. S. Office of Education
Washington, D. C.

Wallace P. Carroll
108 E. Grace St.
Richmond, VA 23241
J. Sgnt. Reynolds C. C.

Wendell Coleman
Operations Supervisor, Vocational
Training, Woodrow Wilson
Rehabilitation Center
Fishersville, Virginia

Don G. Creamer
Associate Professor of Community
College Education
Virginia Polytechnic Institute &
State University
Blacksburg, VA 24061

Richard W. Davis
11304 Briarmont Rd. #202
Richmond, VA 23235
VPI & SU

Richard J. DePlato
Rec. Whse. Bldg. 419-S
Richmond, VA 23249
V. A. Hospital

Carole Ewart
3001 N. Fifth Ave.
Richmond, VA 23224
Commonwealth Psy. Ctr.

Michael Fehl
P. O. Box 1797
Richmond, VA 23214
Dept. of M. H. & M. R.

Participant List continued:

Barbara Fite
P. O. Box 745
Blacksburg, VA 24060
VPI & SU Ext.

Debbie Floyd
Intern, College of Education
Virginia Polytechnic Institute
and State University
Blacksburg, VA 24061

Ann Ford
4520 King St.
Alexandria, VA 22302
No. VA Comm. College

Roger Earl Frankey
1651 E. Parham Rd.
Richmond, VA
J. Sgnt. Reynolds C. C.

Anne Glenn Gates
Chester, VA 23831
John Tyler C. C.

Herbert H. Golden
P. O. Box 529
Bowling Green, VA 22427
Caroline Co. Pub. Sch.

Mary Guines
108 E. Grace St.
Richmond, VA 23241
J. Sgnt. Reynolds C. C.

Mary E. Hardman
P. O. Box 6070
Newport News, VA 23606
Christopher Newport College

Roosevelt Harmon, Jr.
POB 12084
J. S. Reynolds Comm. Coll.
Richmond, VA 23241

Ronald E. Harriman
Drawer 1127
Dublin, VA 24084
New River C. C.

Joanne F. Harrison
Pemberton, NJ 08068
Burlington County College

Rebecca V. Harrison
404 Maycox Ave.
Norfolk, VA 23505
Old Dominion University

Dr. Karl Hereford,
Dean of the College of Education
Virginia Polytechnic Institute
& State University
Blacksburg, VA 24061

Susan E. Holleman
1651 E. Parham Rd.
Richmond, VA 23241
J. Sgnt. Reynolds C.C.

Dean L. Hummel
College of Education
Blacksburg, VA 24061
VPI & SU

Barbara Irvine
Pemberton, NJ 08068
Burlington County College

Aaron C. James
1700 College Crescent
Va. Beach, VA 23456
Tidewater Community College

Billy R. Johnson
120 Whitebridge Rd.
Nashville, TN 37209

Iris Johnson
3105 Manor Dr.
Richmond, VA 23230

Gordon Jonas
Drawer 1127
Dublin, VA 24084
New River C. C.

Lydia Jurand-Salter
451 Community Bldg.
Knoxville, TN 37916
University of Tennessee

Participant List continued:

Daniel Kapraun
P. O. Box 519
Uniontown, VA 15401

Carroll A. Londoner
Associate Professor
Secondary/Post-secondary Education
Virginia Commonwealth University
Richmond, VA

Carl McDaniels
Blacksburg, VA 24061
VPI & SU

Doris P. Mason
Petersburg, VA 23803
VA State College

James B. Mason
Henrico Co. School Board Office
Highland Springs, VA 23075

Leroy Miles
Assistant Professor of Adult and
Continuing Education
Virginia Polytechnic Institute &
State University

Janet H. Miller
Rt. 6, Box 1-A
Charlottesville, VA 22901
Piedmont VA Comm. College

Harry R. Moody, Jr.
Director, Brookdale Center on Aging
Hunter College, New York

Roland E. Moore
POB 12084
Richmond, VA 23241
J. S. Reynolds Comm. College

Ed Morse
Coordinator of Student Services
Virginia Community College System
Richmond, VA

Calvin F. Neas
125 Chapel View Dr.
Madison Heights, VA 24572
Lynchburg Training School
and Hospital

James C. Nelson
4526 West River Rd.
Petersburg, VA 23803
Va. State College

Dan H. Nix
P. O. Box 12084
Richmond, VA 23241
J. Sgnt. Reynolds Community College

John S. Oehler
Director, Continuing Ed.,
School of Education
Virginia Commonwealth University
Richmond, VA

Rose Palmer
POB 12084
Richmond, VA 23241
J. S. Reynolds C. C.

Burnett W. Peters, Jr.
Langley Res. Ctr.
Hampton, VA 23665
NASA

N. Charles Peterson, Jr.
P. O. Box 12084
Richmond, VA 23241
J. Sgnt. Reynolds, C. C.

Elizabeth R. Puch
Blackstone, VA 23824
Blackstone Jr. H. S.

S. W. Puch
P. O. Box 12084
Richmond, VA 23241
J. Sgnt. Reynolds C. C.

Carolyn P. Pulley
Coordinator Counseling Services
Virginia Beach Campus
Tidewater Community College
Virginia Beach, VA

Charlene Schwarm
606 Buffalo St.
Farmville, VA 23901

Robert Seay
502 Clauson Rd.
Richmond, VA 23227
J. S. Reynolds Comm. College

Participant List continued:

Randall Shannon
Portsmouth, VA 23703
Tidewater Comm. College

Ronald H. Sherron
Associate Professor
Secondary/Post-secondary Education
Virginia Commonwealth University
Richmond, VA

Alison Smithers
P. O. Box 696
Sarnia, Ontario, Canada
Lambton College

Mildred Spencer
Counselor, Counseling &
Psych. Services
Hampton, VA 23668
Hampton Institute

Ruth N. Swann
Dir., Faculty Dev. Center
Hampton, VA 23668

Howard Taylor
P. O. Box 9407
Hampton, VA 23670
Thomas Nelson Community College

Maureen Q. Thompson
POB 12084
Richmond, VA 23241
J. S. Reynolds Comm. College

Jeannette R. Tinsman
Rt. 6, Box 1-A
Charlottesville, VA 22901
Piedmont VA Comm. College

Michelle Trahan
Counseling Center
Washington, D.C. 20017
Trinity College

Michael Tucker
108 E. Grace St.
Richmond, VA 23229
J. Sgnt. Reynolds C. College

Bruce Tuttle
POB 12084
Richmond, VA 23241
J. S. Reynolds Comm. College

Harold Van Hook
Richlands, VA 24641
Southwest Virginia Community College

Thomas A. Varner
1651 E. Parham Rd.
Richmond, VA 23241
J. Sgnt. Reynolds C. C.

Dan Vogler
Associate Professor and Director
Vocational Technical Education
VPI & SU

Frances J. Von Moll
465 W. Plantation Rd.
Virginia Beach, VA 23454
Tidewater Community College

Wilson Walker
Memphis State University
Memphis, Tennessee 38111

Elinor Waters
Director, Continuum Center
for Adult Counseling
and Leadership Training
Oakland University
Rochester, Michigan

John E. Watts
Drawer J
6012 Jefferson Ave.
Newport News, VA 23605
Va. Employment Commission

Horace P. Webb
Department of Education
9th St. Office Building
Richmond, VA.

Barbara B. Weiss
2406 Hawthorne St.
Greensboro, N. C. 27408
University of South Carolina

Lois E. Wells
7 N. 8th St.
Richmond, VA 23212
Virginia Community College

Oscar Williams
Blacksburg, VA 24061
VPI & SU

Participant List continued:

John White
P. O. Box 10367
Charleston, South Carolina 29405
Trident Teachers College

Claire H. Williams
1504 Clarkson Rd. #4
Richmond, VA. 23224
J. S. Reynolds Community College

Robert C. Wright
701 Broad St.
Danville, VA 24541
Danville School Board